I. Introduction

A. Historical Background

Foreign countries controlled all of Southeast Asia, except Thailand, during the early 1900s. Britain ruled Burma and Malaya. The Philippines fought a war of independence against Spain from 1896 to 1898; thereafter, the United States controlled the Philippines. The Dutch held the East Indies. France ruled all of Indochina, a region today including Laos, Cambodia, and Vietnam. Following World War II, the peoples of Southeast Asia demanded independence. This class will investigate the ten modern countries of this region and study their separate struggles to attain independence in the twentieth century.

B. Objectives

As a result of completing this lesson, the students will be able:

1. To locate the ten countries of Southeast Asia on a map;
2. To identify unique geographic features of each country;
3. To identify the capital city of each country;
4. To define geographic terms related to the study of Southeast Asia (such as: island, peninsula, archipelago, subcontinent, Indochina, sphere of influence)
5. To analyze the role of geography in the development of culture in one or more Southeast Asian states; and,
6. To analyze the role of geography as it affects the history, politics, and economic development of Southeast Asia states.

A. Target Audience

9th Grade; World Cultures classes

I. Teaching Strategies

A. Pre-Lesson Brainstorming
Ask the students to record facts they know about Southeast Asia. The teacher can devise a "pre-test" activity or simply lead the students in a "brainstorm" activity. Some sample questions include the following:

1. List as many countries located in Southeast Asia as you can.
2. In which Southeast Asian country did the United States enter into conflict during the 1960s and 1970s?
3. What is the principal foodstuff of Southeast Asia?
4. Which major religions are practiced in many Southeast Asian countries?
5. Which Southeast Asian country was colonized by Spain, followed by United States intervention in the early 1900s?

A. Introducing the Lesson and Materials

1. Overhead transparency map of Southeast Asia (See McDougal/Littell textbook, Perspectives on the Past, overhead transparency map 99).
2. Student reproducible outline map, "Southeast Asia" (D.C. Heath series)
3. Computer worksheet for independent research of three Southeast Asian countries (Day 2)

A. Strategies

Place the transparency map on the overhead projection unit. Explain that this map shows the location of the modern countries of Southeast Asia. Ask the students the following:

1. What are the Southeast Asian countries and their capitals?
2. Which major islands comprise Indonesia?
3. Is Brunei an independent state or is it part of Malaysia?
4. What are the two largest islands in the Philippines?
5. What countries border Southeast Asia?

A. Practice

Distribute student outline map. Instruct each student to complete the outline map showing each country, its capital city, and important rivers.

B. Closure

Close today’s lesson by explaining to the students that the countries of Southeast Asia are experiencing tremendous cultural, political, and economic change. Countries such as those in
Indochina are still experiencing political conflict. Ask the students how corrupt political policies influence culture throughout a country. Remind the students of the political confusion that surrounded the personal investigation of President Clinton.

Explain to the students that tomorrow they will have a chance to research three of the countries of Southeast Asia independently. The class will meet in the computer lab and search a website called "SEAsite". Each student will be required to study and gather facts about three Southeast Asian countries. The students will have a Southeast Asia Worksheet (see below) to complete. Each student is expected to complete the assignment for class on (Day 3). The teacher will tell the students that eventually they will conduct an in-depth research of one Southeast Asian country. (See Southeast Asia Project below)

On Day 3, the students will meet in groups of three for sharing and discussion of research.

Reference:

SOUTHEAST ASIA "SEASITE" WORKSHEET

Today, you will embark on a "mini-quest" on the countries of Southeast Asia. Select three countries to explore. Record factual information on each country below. You have only one class period in which to complete the assignment. Watch your time carefully; spend about 12 minutes on each country.

Type http://www.seasite.niu.edu in the location box. Review the countries included on the website. Select any three to investigate. Answer the following questions on the forms below:

Country A:

Country: Official Name ________________________________

Country: Familiar Name ________________________________

1. Which language is spoken in the country?
2. Write a friendly greeting in the country’s language if possible and the corresponding English translation.
3. Which religion is most commonly practiced in the country?
4. What type of information is included on the country at this site? List the headings or subsections below.
5. Which of the facts presented interested you most? Explain.
6. What would you like to learn about this country that was not presented?
Country B:

Country: Official Name _________________________________

Country: Familiar Name _________________________________

7. Which language is spoken in the country?
8. Write a friendly greeting in the country’s language if possible and the corresponding English translation.
9. Which religion is most commonly practiced in the country?
10. What type of information is included on the country at this site? List the headings or subsections below.
12. What would you like to learn about this country that was not presented?

Country C:

Country: Official Name _________________________________

Country: Familiar Name _________________________________

13. Which language is spoken in the country?
14. Write a friendly greeting in the country’s language if possible and the corresponding English translation.
15. Which religion is most commonly practiced in the country?
16. What type of information is included on the country at this site? List the headings or subsections below.
17. Which of the facts presented interested you most? Explain.
18. What would you like to learn about this country that was not presented?

Summary

Which of the countries you studied interest you most? Why? Explain your answer in 5 to 8 sentences below. Your answer becomes your rationale for your in-depth study of a Southeast Asian country.
SOUTHEAST ASIA PROJECT

I. Introduction

A. Background

The culture region of Southeast Asia includes the Indochina Peninsula, the Malay Peninsula, and the Malay Archipelago. Ten countries retain unique cultural traditions yet share common links to the cultures of India and China.

The people speak hundreds of languages and dialects in the region. The people practice Buddhism, Christianity, and Hinduism, which in turn influence the art and architecture of the region.

B. Objectives

As a result of completing this project, the students will be able:

1. To list down and understand how the five key traits of civilization apply to Southeast Asia;
2. To compare and contrast various civilizations of Southeast Asia;
3. To explain how various Southeast Asian cultures share common cultural traits;
4. To describe one or more unique culture traits of each Southeast Asian culture;
5. To analyze how the lasting legacies of each culture impacted modern culture; and,
6. To illustrate one or more achievements of various Southeast Asian civilizations.

I. Procedures

A. Groupings

Students will be placed in a group of 3 persons to research one country of Southeast Asia. Each group member will be assigned one area of concentration and will serve as a topic expert.

B. Project Requirements
The project requirements are thoroughly explained to the students below. They include 3 components: (1) written; (2) oral; and, (3) visual. Students will be required to take notes on each presentation on the included notesheet and are responsible for the information presented. A unit test will complete the unit.

A. Report Sub-Sections

Each group member will become an "expert" on one topic. Students must include all topics marked by an asterisk (*) and must select one other sub-topic. Items marked by an asterisk mean mandatory inclusions in the reports.

<table>
<thead>
<tr>
<th>HISTORY (2000 BCE-1800)</th>
<th>POLITICS AND ECONOMY</th>
<th>SOCIETY AND CULTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Creation Stories or Myths</td>
<td>*Political Organization or Government</td>
<td>*Religion</td>
</tr>
<tr>
<td>*Early Settlements</td>
<td>*Economy and Trade Patterns</td>
<td>*Social Organization</td>
</tr>
<tr>
<td>Flood Story</td>
<td>Agriculture</td>
<td>Technology</td>
</tr>
<tr>
<td>Written Records</td>
<td>Community Organization and Cities</td>
<td>Spoken language and symbolic patterns of communication (dance, etc.)</td>
</tr>
<tr>
<td>Archaeology</td>
<td>Law Codes</td>
<td>Medicine and Medical Practices</td>
</tr>
<tr>
<td>War, Conquest, and Colonization</td>
<td>Division of Labor</td>
<td>Education</td>
</tr>
<tr>
<td>*Lasting Historical Contributions and Legacies</td>
<td>*Lasting Political and Economic Contributions and Legacies</td>
<td>*Lasting Social and Cultural Contributions and Legacies</td>
</tr>
</tbody>
</table>

B. Oral Component

1. Fifteen-minute oral presentation in class;
2. One 4" x 6" notecard only permitted for reference;
3. Creative presentation encouraged. Examples are a news desk format, magazine show (NBC Dateline), a skit, or interview. Students are not limited to these choices.
4. Food is an acceptable addition if appropriate to the culture and if it can be served at room temperature.
A. **Written Component**

1. 2 ½ page minimum, double-spaced, font size 12;
2. Introductory paragraph, 5-8 sentences, including a thesis statement;
3. Three or more supporting paragraphs that defend the thesis;
4. Concluding paragraph that summarizes the topic and includes a statement of reflection: "how does the topic relate to the achievements of the civilization?";
5. Students’ thoughts on why this information is important for the class to know;
6. Variety in word choice;
7. Footnotes or endnotes to credit the sources used;
8. Bibliography: the bibliography must include at least 3 sources. Only one resource can be from the World Wide Web. Suggested websites are the following: [http://www.seasite.niu.edu](http://www.seasite.niu.edu) and [http://www.leidenuniv.nl/WWWVL/southeast.html](http://www.leidenuniv.nl/WWWVL/southeast.html)
9. Internet Journey Log showing all World Wide Web sites visited;
10. Cover page and sub-section page: graphics permitted; and,
11. Careful editing!: Ask someone to read the draft paper prior to submission.

A. **Visual Component**

1. One 4" x 6" felt "icon" or symbol that illustrates the main point or topic; students’ icon will be added to the "World Cultures Timeline" displayed in the classroom.
2. Color is important.

A. **Featured Cultures**

<table>
<thead>
<tr>
<th>DATE</th>
<th>COUNTRY</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 28</td>
<td>Thailand</td>
</tr>
<tr>
<td>November 05</td>
<td>Indonesia</td>
</tr>
<tr>
<td>November 12</td>
<td>Vietnam</td>
</tr>
<tr>
<td>November 19</td>
<td>Laos</td>
</tr>
<tr>
<td>December 03</td>
<td>Cambodia</td>
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<tr>
<td>December 10</td>
<td>The Philippines</td>
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<tr>
<td>December 17</td>
<td>Singapore</td>
</tr>
<tr>
<td>January 07</td>
<td>Burma</td>
</tr>
</tbody>
</table>
B. Geography

If necessary, a fourth person could be assigned to these groups to report on geography. The required inclusions are:

1. A map with map worksheet or handout reproduced for each student in the class;
2. An overhead transparency to be used during the presentation; and,
3. Discussion of the 5 themes of geography and how each theme impacted the development of culture in the region.

I. Evaluation

A. Choices

The students will complete individual note sheets while listening to each presentation. The students will demonstrate mastery of the lesson objectives by (choose 1 or more):

1. A summative compare-and-contrast essay on two or more cultures studied;
2. A "Southeast Asian Cultures" exhibit or student symposium; or,
3. Student-authored "Southeast Asian Cultures" newsmagazine or PowerPoint display.

A. Due Date: October 22
B. Presentations Begin: October 28

World Cultures Name___________________________

SOUTHEAST ASIA PROJECT

A. History

A. Creative Stories: ________________________________

______________________________________________

______________________________________________
Principal Characters: __________________________

______________________________________________

______________________________________________

B. Early Settlements (Place): __________________________

______________________________________________

______________________________________________

______________________________________________

C. Other Sub-Topics: ________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

II. Political and Economic Life

A. Political Organization and Type of Government: ___

______________________________________________

______________________________________________

______________________________________________

B. Economic Life and Trade: _______________________

______________________________________________

______________________________________________

______________________________________________
III. Social and Cultural Life

I.

II. A. Name of Religion: ________________________________

   Principal God or Gods: ______________________________

   ________________________________

   A. Social Organization: ________________________________

   Draw a Social Class Pyramid:

   ________________________________

   B. Other Sub-Topics: ________________________________

   ________________________________

   ________________________________

IV. Geography

Explain how the 5 themes of geography impacted the development of culture for this civilization. The five themes of geography are:

A. Location: ________________________________
INTERNET JOURNEY LOG

Note: Record your source! You must cite your resource. Points will be deducted for failure to record your site! Lose points for inappropriate behavior today: no visiting, no "down time".

Log your journey today! You must record every site you visit, and provide a summary of your findings. Report everything you study on the travel log below. No exceptions. Your summaries will determine your credit: you are accountable for your time today. Print glyphs, photos but no text. Record more sites if time permits. Use separate sheet if necessary.

Site 1 Address or Link: ____________________________

Summary: __________________________________________
___________________________________________________
___________________________________________________
___________________________________________________
___________________________________________________

Site 2 Address or Link: ____________________________
Summary: ____________________________________________
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Site 3 Address or Link: ________________________________
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Site 4 Address or Link: ________________________________
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Site 5 Address or Link: ________________________________
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