Congratulations!

You have chosen a learning program that will actively motivate your students and provide you with easily accessible and easily manageable instructional guidelines and tools designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module (ATM) provides you with a video program correlated to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.

Rationale

In today’s classrooms, educational pedagogy is often founded on Benjamin S. Bloom’s “Six Levels of Cognitive Complexity.” The practical application of Bloom’s Taxonomy is to evaluate students’ thinking skills on these levels, from the simple to the complex:

1. Knowledge (rote memory skills),
2. Comprehension (the ability to relate or retell),
3. Application (the ability to apply knowledge outside its origin),
4. Analysis (relating and differentiating parts of a whole),
5. Synthesis (relating parts to a whole)
6. Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, and to integrate classroom experiences and assimilation of learning with the students’ life experiences, realities, and expectations. AIMS’ learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today’s classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.

Organization and Management

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in three sections:

I. Introducing this ATM
will give you the specific information you need to integrate the program into your classroom curriculum.

II. Preparation for Viewing
provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to viewing the program with your students.

III. After Viewing the Program
provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.
FEATURES

INTRODUCING THE ATM

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world’s most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom and to provide assessment tools, your AIMS Teaching Module features these components:

Themes
This section tells how the AIMS Teaching Module is correlated to the curriculum. Themes offers suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

Overview
The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

Objectives
The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.

Preparation for Viewing
In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

Introduction To The Program
Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

Introduction To Vocabulary
Introduction to Vocabulary is a review of language used in the program: words, phrases, and usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

Discussion Ideas
Discussion Ideas are designed to help you assess students’ prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students’ ideas and opinions.

Focus
Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

Jump Right In
Jump Right In provides abbreviated instructions for quick management of the program.

After Viewing the Program
After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.
SUGGESTED ACTIVITIES

The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:

Meeting Individual Needs
These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.

Curriculum Connections
Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.

Critical Thinking
Critical Thinking activities are designed to stimulate learners’ own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.

Cultural Diversity
Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.

Hands On
These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.

Writing
Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.

In The Newsroom
Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.

Extended Activities
These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.

Link to the World
These activities offer ideas for connecting learners’ classroom activities to their community and the rest of the world.

Culminating Activity
To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their worldview.
ADDITIONAL ATM FEATURES

Vocabulary
Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will read or find the definition of each vocabulary word, then use the word in a written sentence.

Checking Comprehension
Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students' needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

Reproducible Activities
The AIMS Teaching Module provides a selection of reproducible activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

Checking Vocabulary
The checking Vocabulary activity provides the opportunity for students to assess their knowledge of new vocabulary with this word game or puzzle. The format of this vocabulary activity allows students to use the related words and phrases in a different context.

Test
The AIMS Teaching Module Test permits you to assess students' understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.

Additional AIMS Multimedia Programs
After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

Answer Key
Reproduces tests and work pages with answers marked.

JUMP RIGHT IN

Preparation
• Read Southeast Asia: The People Themes, Overview, and Objectives to become familiar with program content and expectations.
• Use Preparation for Viewing suggestions to introduce the topic to students.

Viewing
• Set up viewing monitor so that all students have a clear view.
• Depending on your classroom size and learning range, you may choose to have students view Southeast Asia: The People together or in small groups.
• Some students may benefit from viewing the video more than one time.

After Viewing
• Select Suggested Activities that integrate into your classroom curriculum. If applicable, gather materials or resources.
• Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.
• Duplicate the appropriate number of Vocabulary, Checking Comprehension, and consumable activity pages for your students.
• You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.
• Administer the Test to assess students' comprehension of what they have learned, and to provide them with practice in test-taking procedures.
• Use the Culminating Activity as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.
Southeast Asia: The People

Themes

This program examines the cultural traditions, ethnic backgrounds, religious influences and political history of Southeast Asia - one of the most diverse regions of the world. The program provides a country-by-country historical overview of the region’s human geography.

The strong cultural influence of various religions, particularly Buddhism, is explored. The legacy of the region’s former colonial rulers is also examined, along with other aspects of daily life, such as agriculture, the arts, crafts and architecture.

Overview

The lands that make up Southeast Asia are located on two peninsulas and two archipelagos comprised of thousands of islands. The region lies east of India and south of China, and Southeast Asian countries have been influenced by the cultures of both these larger nations. However, the physical barrier of steep mountains separating the Southeast Asian peninsulas from their mainland neighbors has - over the centuries - prevented mass migrations of people from either India or China. The sea routes leading to Southeast Asia’s coastlines and islands have brought explorers, settlers, and merchants to the region. Since the seas also separate the peninsulas and islands from one another, this isolation has served to maintain the distinct traditions that characterize the cultures of their populations.

As the program examines each Southeast Asian nation, students learn how various faiths, customs, and the area’s political history have intertwined to create a culture unique to that country. An overview of the populations of Southeast Asia, the program looks at the major and minority ethnic groups of Malaysia, the Philippines, Indonesia, Myanmar, Laos, Cambodia, Vietnam, and Thailand.

The heritage of Hinduism, Buddhism, Islam, and Christianity is seen in regional architecture, religious customs and clothing. European colonization of Southeast Asia, beginning in the 16th century, also heavily influenced the architecture, customs, languages, government, and economies of the region, lasting through the early decades of the 20th century. European colonization ended after World War II, as Southeast Asian countries gained their independence. These nations were then faced with many adjustments, deciding to pursue capitalist-style economies or to follow the communist theories of China’s Mao Zedong.

Today in many parts of the region, modern cities, such as Bangkok, Thailand, coexist with more traditional lifestyles on farms and in country villages.

Objectives

- To learn more about the history and lifestyles of people living in Southeast Asian countries
- To discuss how major religions like Buddhism, Islam and Hinduism played roles in the development of Southeast Asian cultures
- To examine regional architecture and its cultural influences
- To meet the major and minor ethnic groups within each country
- To understand the economic status and practices of Southeast Asian countries since independence

Introduction to the Program

To prepare students for, Geography of the World - Southeast Asia: The People, ask them to volunteer information they know already about the region of Southeast Asia - the countries, the people, the geography, the climate, the government or customs. Accept all responses; expect them to include such topics as:

archipelago, batik, Buddhism, Cambodia, China, colonialism, Hinduism, India, Indochina, Indonesia, Islam, islands, Khmer Rouge, Laos, Malaysia, monks, mosques, Muslim, Myanmar, oceans, Philippines, rice, Singapore, temples, Thailand, Vietnam, volcanoes

Write all responses on the board, and discuss the list with the class. Explain that they will be viewing a video in which they will see many of the things they mentioned, along with additional facts and details about the human geography and history of the lands of Southeast Asia.

Introduction to Vocabulary

Write the following words on the board and explain that they will be referenced in the video. Some students may be unfamiliar with the terms. If the meaning of any word is unclear to the group, ask volunteers to use an appropriate reference source to check the term and report their findings to the class.

batik, Buddhism, capitalist, colonialism, communist, Hinduism, Indochina, Islam, monk, wat
Discussion Ideas

Ask students what comes to mind when they think of Southeast Asia. What countries can they name in the region? What images are conjured up when they hear the names of Southeast Asian countries and cities?

Ask students what comes to mind when they think of colonialism. What remnants of European colonialism would they expect to find in countries of Southeast Asia formerly governed by Britain, France, the Netherlands, or Spain? What part(s) of a colonial legacy do they think might be positive for a former colony? What might be negative elements of such a legacy?

Focus

The people of Southeast Asia are diverse in many ways. Yet, some groups share common traits and traditions. As they view the program, ask students to be aware of the similarities and differences among the various populations in Southeast Asia.
SUGGESTED ACTIVITIES

Writing
Ask each student to choose a Southeast Asian country from the list below. Then have each student write a one-page report on the people and human geography of the chosen country. Encourage students to use library books, encyclopedia articles and the Internet to learn more about their subjects. They should include details about languages, customs, religion, education, jobs, type of government and economy, agriculture, foods, clothing, and other aspects of daily life.

Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Thailand, Vietnam

Meeting Individual Needs
Ask students to write sentences using the following words. Encourage them to use a dictionary if they are unclear on the meanings. Make sure that their sentences display an understanding of the words as they relate to the program.

ancestors - people who lived in the past from whom later individuals are descended
colonialism - control by a foreign government over a dependent geographic area or people
ethnic group - a group of people who share common cultural traditions, such as language, history, religion, and/or place of origin
wat - a Buddhist or Hindu temple

Multiculturalism
Each country in Southeast Asia is populated by a predominate ethnic group and additional minority ethnic groups. Have students work in small groups to research a country of their choice, collecting data on the majority and minority ethnic groups, including their relations with each other, their main areas of habitation, their primary occupations, education, customs, religion, foods, and clothing. Ask for a volunteer from each group to report their findings to the class. Countries and some of their ethnic groups are listed below.

Cambodia: Major ethnic group: the Khmer
Indonesia: Major ethnic group: the Javanese
Laos: Major ethnic group: the Lao
Malaysia: Major ethnic group: the Malays
Myanmar: Major ethnic group: the Burman
Philippines: Major ethnic group: the Filipinos
Vietnam: Major ethnic group: the Vietnamese

An example of both major and minority ethnic groups mentioned in the program is: Thailand: Major ethnic group: the Thai; minority ethnic groups: the Karen, Lahu, and Lisu

Connection to Art
Divide students into groups of four or five. Supply each group with a long sheet of butcher paper and markers or tempera paints. Ask each group to work together to produce a wall mural of a special celebration held by a different ethnic group living in one of the Southeast Asian countries listed below. Student groups might conduct research on the Internet to identify an interesting ethnic celebration and find out what cultural symbols are used in the celebration.

Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Thailand, Vietnam
Link to the World
The agriculture and manufacturing industries of Southeast Asian countries are developed to varying degrees, but most export raw materials and manufactured goods to some extent. Ask students to use library and Internet sources to identify products that are regularly exported by one or more of the Southeast Asian countries. Examples might include rice, spices, textiles, and teakwood. Tourism is a major industry for much of the region. Have students choose a particular country and product and obtain data on the export statistics for the selected product. Ask for volunteers to share their information with the class. The reports can be followed by a discussion of the importance of global trade for the world economy.

Connection to History
Southeast Asia has often been a battleground in various wars. Have student work in small groups to research the activities that took place in the region during World War II and throughout the various stages of the Vietnam War. Each group should choose one (or two) Southeast Asian countries and a specific conflict to research. Brainstorm with students what types of information they wish to cover in their reports. Some topics they might choose are: causes of the war, forces that fought in specific countries of Southeast Asia, battles, costs to the participating countries in terms of casualties, damage to the environment and the country’s infrastructure, terms of settlement at war’s end, changes brought about in the country as a result of the war. Have each group summarize data collected into a 3-to-5-page report regarding the war and their chosen country’s involvement. Ask a spokesperson from each group to present their report to the class.

Hands On/Link to the World
Ask each student to interview a person who has immigrated to the United States from a Southeast Asian country. Information to be obtained during the interview should include a description of when, how, and why the person came to the U.S., the kinds of adjustments the person had to make to living in a new place, and how life here differs from life in his or her home country. Students should take notes during the interview and use them to write up a two or three page summation of findings. Request that volunteers report to the class on their findings.

Hands On/Cultural Diversity
As people from Southeast Asia have immigrated to the United States, they have brought their culture with them. Thus, many larger U.S. cities now have Buddhist or Hindu temples, along with Islamic mosques. Many cities now also have Thai restaurants, and Filipino and Vietnamese restaurants are not far behind. Arrange a field trip for students visit a Thai or other Southeast Asian restaurant to sample cuisine of the region.

As an alternative activity, have groups of students use cookbooks, library texts and the Internet to identify foods and prepare dishes that are characteristic of Southeast Asia. Have groups choose a small selection of recipes that sound most interesting and easiest to prepare, and whose ingredients are readily available. Groups may then share their recipes in a class discussion. Ask for volunteers to prepare the dishes. If cooking facilities are available at your school, have the volunteers work together to prepare the recipes, or encourage students to cook individually at their own homes. Set aside a day for the dishes to be brought to class. Provide beverages, paper plates and utensils so that students can all sample the dishes. After the meal, discuss what foods students liked best and why. Classroom: two sessions of
Connection to Literature

Students can get important insights into a region and its history by reading fiction and nonfiction books based on that region and its culture. Have each student select a book dealing with a Southeast Asian country, read it, and write a one-page report. The first part of the report should briefly outline the plot of the story, or the focus selected by the nonfiction writer. The second part should evaluate the book in terms of its value for helping the student understand the history and/or cultural traditions of the region. Some suggestions for books are listed below.

Cambodia:
A Blessing Over Ashes, by Adam Fifield
The Caged Birds of Phnom Penh, by Frederick Lipp
Cambodia, by Marc Tyler Nobleman
Red Lights and Green Lizards: a Cambodian Adventure, by Liz Anderson
A Treasury of Asian Stories and Activities for Schools and Libraries, by Cathy Spagnoli

Indonesia:
Indonesia, by Christina Moose
A Walk in My World: International Short Stories About Youth, edited by Anne Mazar
Welcome to Indonesia, by Geraldine Mesenas
Laos: Encircled Kingdom: Legends and Folktales of Laos, by Jewell Reinhart Coburn
A History of Laos, by Martin Stuart-Fox
Laos, by Ralph Zickgraf
Malaysia: A History of Malaysia, by Barbara Watson Andaya
How the Water Feels: stories, by Paul Eggers
Malaysia, by Heidi Munan

Myanmar:
Back to Mandalay: Burmese Life, Past and Present, by Michael Freeman
In the Forest With Elephants, by Roland Smith and Michael Schmidt
Welcome to Myanmar, by Dora Yip
Philippines: Culture and Customs of the Philippines, by Paul A. Rodell
Folk Stories From the Philippines, edited by Alice Lucas
The Philippines, by Walter Oleksy

Thailand:
Bangkok, by Sylvia McNair
The Simple Guide to Customs and Etiquette in Thailand, by Derek Tonkin
Thai Tales: Folktales of Thailand, edited by Margaret Read MacDonald
Thailand, by Jim Goodman

Vietnam:
The Circle of Hanh: A Memoir, by Bruce Weigl
Culture and Customs of Vietnam, by Mark McLeod
Friendly Fire: American Images of the Vietnam War, by Katherine Kinney
Shadows and Wind: A View of Modern Vietnam, by Robert Templer
Tet: The Vietnamese Lunar New Year, by Huu Ngoc
Vietnam: An Illustrated History, by Shelton Woods

Culminating Activity

Have students work in small groups to create a multi-media presentation on the cultural information they have learned about the various peoples of Southeast Asia. Brainstorm with the class the topics that should be covered, as well as the types of materials and media they would like to include in their presentation. Have each group present to the entire class; you may wish to set up a school-wide screening so that the class may show their presentations to the entire student population as well.
The following terms are from Southeast Asia: The People. Fill in the number of each term next to its closest definition.

A) ancestor
B) batik
C) Buddhism
D) capitalist
E) colonialism
F) communist
G) ethnic group
H) Hinduism
I) Indochina
J) Islam
K) monk
L) wat

1. ________ region that includes the countries of Cambodia, Laos, Vietnam, Myanmar and Thailand
2. ________ a Buddhist or Hindu temple
3. ________ a method of printing textiles by hand, in which the design is created by the application of wax to certain areas before the cloth is dyed
4. ________ a group of people who share common cultural traditions, such as language, history, religion, and/or place of origin
5. ________ a man who is a member of a religious order and who lives in a religious institution such as a Christian monastery or Buddhist temple
6. ________ faith taught by the prophet Mohammed, whose teachings are recorded in a holy book called the Koran
7. ________ a person who believes in a political system or philosophy in which the government owns all means of producing goods, private enterprise does not exist, and the distribution and prices of goods are determined by the government
8. ________ faith which teaches the value of a good life free from desires for wealth, power and worldly pleasures
9. ________ a person who believes in an economic system in which the means of producing goods or services are in the hands of private individuals or corporations, and in which prices, production, and the distribution of goods and services are for the most part determined by competition in a free market
10. ________ faith developed from a belief in ancient deities; revolves around three powerful gods: Brahma, Vishnu and Shiva
11. ________ a person who lived in the past from whom one is descended
12. ________ control by a foreign government over a dependent geographic area or people
CHECKING COMPREHENSION - SHORT ANSWER QUESTIONS

Read each of the following statements and fill in the blanks or answer in one or two sentences.

1. Since mainland Southeast Asia directly borders both India and China, why have there not been mass migrations of people from those countries into the region? __________________________________________________________________________________________
   __________________________________________________________________________________________

2. Who are some of the hill tribes of Thailand? ____________________________________________________________________________
   __________________________________________________________________________________________

3. Much of Southeast Asia is made up of islands. How has this affected the culture of people living there? _____________________
   __________________________________________________________________________________________

4. More than 75% of the people living in Singapore are of ___________________________________ descent.

5. In Cambodia, Laos, Myanmar, Thailand and Vietnam, ___________________________________ is the predominant religion.

6. In Indonesia, cotton fabric is often decorated through a traditional printing process called ___________________________________.

7. What is the most widely cultivated grain crop in Southeast Asia? When did people first begin to cultivate it in the region? __________
   __________________________________________________________________________________________

8. What is Angkor Wat and where is it located? ____________________________________________________________________________
   __________________________________________________________________________________________

9. In the late 16th century, the Philippines became a colony of ___________________________________ and were governed by _______________________________ from 1898 until they were granted independence just after World War II.

10. The country of Myanmar was formerly a colony of _______________________________ and was known as _______________________________.
THE PEOPLE OF SOUTHEAST ASIA - GETTING TO KNOW THEM BETTER

Use library and Internet resources to write a three-page essay on one of the following topics:

- People of Thailand: the Thai, Lisu, Lahu and Karen - history and customs
- The role of religion in Southeast Asian countries: Buddhism, Christianity, Hinduism, or Islam (select one)
- Music and dance: select one Southeast Asian country and report on music/dance traditions there
- The art of batik
- Architecture in Southeast Asia: select one country and report on both historic and modern architecture
- Colonialism: choose one country and report on its colonial history and developments since independence

These hints will make your paper more successful:

1. Write a brief outline of your paper. Begin with an introduction to grab interest, followed by a purpose statement, facts to back up your purpose, and a conclusion.
2. Find solid, relevant information. Search for books and encyclopedia articles on your topic. Use search engines to locate informative, up-to-date websites. Where possible, use recent statistics and facts to support your main point.
3. Add interest. Personal stories, interesting facts, and quotes will make your paper more memorable.
4. Include your own thoughts. Make the paper personal by reflecting on your own feelings about the subject matter. What did you learn during your research? How has it expanded your knowledge of life in Southeast Asia?
WORD SEARCH

This word search contains vocabulary terms from Southeast Asia: The People. Refer to the word bank below. Words can be found up, down, across, backwards and diagonally.

WORD BANK
ancestor
batik
Buddhism
capitalist
colonialism
communist
ethnic group
Hinduism
Indochina
Islam
monk
wat

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Spices, like cinnamon, cloves and nutmeg, were once such a rare luxury that black peppercorns were used as currency, and spices in general were known as “the wealth of the Orient.” Many of the great voyages of discovery undertaken during the Age of Exploration were motivated in part by the desire to find a direct route to the spices of Asia.

Use the Internet, library texts and encyclopedia articles to research the Age of Exploration, which lasted from 1450 through 1750. Include in your research early Spanish, Portuguese, Dutch and other explorers who sailed on long and arduous journeys in search of spices. Investigate not only the explorers and their voyages, but also the “spice lands” they explored, such as various islands that are now part of Indonesia and the Philippines, as well as the mainland of India.

Research also the believed connection between health and the correct spicing of food to properly “balance the ‘humours’ of the body.”

When you have completed your research, write a 2-to-3 page expository essay summarizing the data you have found regarding the Who-What-When-Where-and-Why of the voyages of discovery and the influence which the search for spices had on the people and events of the time.
TRUE OR FALSE

Place a T next to statements that are true and an F next to statements that are false.

1. ________ The Malays are the largest ethnic group in Thailand.

2. ________ Most mainland Southeast Asians are probably descended from immigrants who made their way into the region overland from China.

3. ________ Cambodia's main ethnic group, whose people speak their own distinctive language, is that of the Khmer.

4. ________ Islam is the most commonly practiced religion in Malaysia and Indonesia.

5. ________ Batik is a well-known method of carving stone bas-reliefs, and is commonly practiced in Thailand.

6. ________ Angkor Wat, a fantastically elaborate ancient temple in Cambodia, was built in the 12th century.

7. ________ The Tonkin region of southern Vietnam was ruled by India for over a thousand years.

8. ________ The Philippines became a Spanish colony in the late 16th century.

9. ________ French Indochina included areas that now are the lands of Cambodia, Laos, Vietnam, and Thailand.

10. ________ North and South Vietnam were united under the rule of communist leader Ho Chi Minh at the end of the Vietnam War.
SOUTHEAST ASIA ON THE GLOBE

The map below shows the position of Asia on the globe. Draw in the map’s compass showing the cardinal directions. Also draw in the equator. Then write in the answers to the questions that follow. Use geographical resources as necessary.
1. Which country is closer to the equator: India or the Philippines?

2. In general, which would you think has a wetter climate, the island of Borneo or the country of China?

3. Is Indonesia larger or smaller in area than Thailand?

4. Could you travel from Singapore to Sumatra by land?

5. In which direction would you travel from Pakistan to reach Manila in the Philippines?

6. In which direction would you travel from Yangon, the capital of Myanmar, to reach Calcutta, India? Could you easily make the trip overland? Why or why not?

7. On what type of landform are Cambodia, Laos, Myanmar, Thailand and Vietnam located? What is the definition of this type of landform?
Fill in the blank or circle the letter for the correct answer to each question.

1. Most of the inhabitants of mainland Southeast Asian countries are probably descendents of:
   A) immigrants from China.
   B) immigrants from the United States.
   C) immigrants from Antarctica.

2. In Singapore, more than 75% of the residents are:
   A) farmers.
   B) Bantu speakers.
   C) of Chinese descent.

3. In Thailand, ____________________________ is the predominant religion.
   A) Islam
   B) Buddhism
   C) Hinduism

4. In Myanmar, when a son ____________________________ the family celebrates with colorful ceremonies.
   A) reaches voting age
   B) joins the army
   C) becomes a Buddhist monk

5. Batik is a process of decorating ____________________________ and is commonly practiced in:
   A) cotton fabric; Indonesia.
   B) walls; Indianapolis.
   C) stone tablets; Hanoi.
6. Angkor Wat is a large:
   A) government building in Manila, the Philippines.
   B) ancient temple near Siem Reap, Cambodia.
   C) chain of markets headquartered in Singapore.

7. What was a major resource that attracted European explorers and traders to Southeast Asia in the 16th century?
   A) oil
   B) tin
   C) spices

8. Which nation held the Philippines as a colony from 1898 until after World War II?
   A) Spain
   B) the Netherlands
   C) the United States

9. In the 1950s, ____________________________ were granted independence from France.
   A) Cambodia, Laos and Vietnam
   B) Myanmar (Burma), Indonesia and Thailand (Siam)
   C) India, Bangladesh and Pakistan

10. At the end of the Vietnam War:
    A) North and South Korea were united under the leadership of Emperor Hirohito.
    B) North and South Vietnam were united under the leadership of Ho Chi Minh.
    C) Myanmar and the Philippines were united under the leadership of Imelda Marcos.
ADDITIONAL AIMS MULTIMEDIA PROGRAMS

You and your students might also enjoy these other AIMS Multimedia programs:

2727-EN-VID: Cambodia: A Land in Transition
2726-EN-VID: Laos: Past and Present
2725-EN-VID: Vietnam: Land of Diversity
2745-EN-VID: Myanmar: The Land That Once Was Burma
2698-EN-VID: Geography of the World Series: Southeast Asia: Land and Resources
2600-EN-VID: Geography of the World Series: South Asia: The People
2599-EN-VID: Geography of the World Series: South Asia: The Land and Resources
2627-EN-VID: Geography of the World Series: The Middle East and Central Asia: The People
2628-EN-VID: Geography of the World Series: The Middle East and Central Asia: The Land and Resources
2598-EN-VID: Geography of the World Series: Africa: The People
2597-EN-VID: Geography of the World Series: Africa: The Land and Resources
VOCABULARY

The following terms are from Southeast Asia: The People. Fill in the number of each term next to its closest definition.

A) ancestor
B) batik
C) Buddhism
D) capitalist
E) colonialism
F) communist
G) ethnic group
H) Hinduism
I) Indochina
J) Islam
K) monk
L) wat

1. _______ region that includes the countries of Cambodia, Laos, Vietnam, Myanmar and Thailand
2. _______ a Buddhist or Hindu temple
3. _______ a method of printing textiles by hand, in which the design is created by the application of wax to certain areas before the cloth is dyed
4. _______ a group of people who share common cultural traditions, such as language, history, religion, and/or place of origin
5. _______ a man who is a member of a religious order and who lives in a religious institution such as a Christian monastery or Buddhist temple
6. _______ faith taught by the prophet Mohammed, whose teachings are recorded in a holy book called the Koran
7. _______ a person who believes in a political system or philosophy in which the government owns all means of producing goods, private enterprise does not exist, and the distribution and prices of goods are determined by the government
8. _______ faith which teaches the value of a good life free from desires for wealth, power and worldly pleasures
9. _______ a person who believes in an economic system in which the means of producing goods or services are in the hands of private individuals or corporations, and in which prices, production, and the distribution of goods and services are for the most part determined by competition in a free market
10. _______ faith developed from a belief in ancient deities; revolves around three powerful gods: Brahma, Vishnu and Shiva
11. _______ a person who lived in the past from whom one is descended
12. _______ control by a foreign government over a dependent geographic area or people
CHECKING COMPREHENSION - SHORT ANSWER QUESTIONS

Read each of the following statements and fill in the blanks or answer in one or two sentences.

1. Since mainland Southeast Asia directly borders both India and China, why have there not been mass migrations of people from those countries into the region? The steep, forested mountains that divide mainland Southeast Asia from neighboring countries have discouraged mass migrations from those countries.

2. Who are some of the hill tribes of Thailand? Hill tribes of Thailand include the Lisu, the Lahu, and the Karen.

3. Much of Southeast Asia is made up of islands. How has this affected the culture of people living there? The surrounding seas have provided separation from other ethnic groups, which has helped each population of islanders to maintain their distinctive traditions.

4. More than 75% of the people living in Singapore are of Chinese descent.

5. In Cambodia, Laos, Myanmar, Thailand and Vietnam, Buddhism is the predominant religion.

6. In Indonesia, cotton fabric is often decorated through a traditional printing process called batik.

7. What is the most widely cultivated grain crop in Southeast Asia? When did people first begin to cultivate it in the region? Rice is the most widely cultivated grain, and has been grown in the region since about 1,000 B.C.

8. What is Angkor Wat and where is it located? Angkor Wat is an ancient and elaborate temple dating from the 12th century. It is located in Cambodia near the present day city of Siem Reap.

9. In the late 16th century, the Philippines became a colony of Spain and were governed by the United States from 1898 until they were granted independence just after World War II.

10. The country of Myanmar was formerly a colony of Great Britain and was known as Burma.
THE PEOPLE OF SOUTHEAST ASIA - GETTING TO KNOW THEM BETTER

Use library and Internet resources to write a three-page essay on one of the following topics:

Students' essays will vary. Accept any that demonstrate understanding.

- People of Thailand: the Thai, Lisu, Lahu and Karen - history and customs
- The role of religion in Southeast Asian countries: Buddhism, Christianity, Hinduism, or Islam (select one)
- Music and dance: select one Southeast Asian country and report on music/dance traditions there
- The art of batik
- Architecture in Southeast Asia: select one country and report on both historic and modern architecture
- Colonialism: choose one country and report on its colonial history and developments since independence

These hints will make your paper more successful:

1. Write a brief outline of your paper. Begin with an introduction to grab interest, followed by a purpose statement, facts to back up your purpose, and a conclusion.

2. Find solid, relevant information. Search for books and encyclopedia articles on your topic. Use search engines to locate informative, up-to-date websites. Where possible, use recent statistics and facts to support your main point.

3. Add interest. Personal stories, interesting facts, and quotes will make your paper more memorable.

4. Include your own thoughts. Make the paper personal by reflecting on your own feelings about the subject matter. What did you learn during your research? How has it expanded your knowledge of life in Southeast Asia?
WORD SEARCH

This word search contains vocabulary terms from Southeast Asia: The People. Refer to the word bank below. Words can be found up, down, across, backwards and diagonally.

WORD BANK
- ancestor
- batik
- Buddhism
- capitalist
- colonialism
- communist
- ethnic group
- Hinduism
- Indochina
- Islam
- monk
- wat

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Spices, like cinnamon, cloves and nutmeg, were once such a rare luxury that black peppercorns were used as currency, and spices in general were known as “the wealth of the Orient.” Many of the great voyages of discovery undertaken during the Age of Exploration were motivated in part by the desire to find a direct route to the spices of Asia.

Use the Internet, library texts and encyclopedia articles to research the Age of Exploration, which lasted from 1450 through 1750. Include in your research early Spanish, Portuguese, Dutch and other explorers who sailed on long and arduous journeys in search of spices. Investigate not only the explorers and their voyages, but also the “spice lands” they explored, such as various islands that are now part of Indonesia and the Philippines, as well as the mainland of India.

Research also the believed connection between health and the correct spicing of food to properly “balance the ‘humours’ of the body.”

When you have completed your research, write a 2-to-3 page expository essay summarizing the data you have found regarding the Who-What-When-Where-and-Why of the voyages of discovery and the influence which the search for spices had on the people and events of the time.

Students’ essays will vary. Accept any that demonstrate understanding.
TRUE OR FALSE

Place a T next to statements that are true and an F next to statements that are false.

1. ________ The Malays are the largest ethnic group in Thailand.
2. ________ Most mainland Southeast Asians are probably descended from immigrants who made their way into the region overland from China.
3. ________ Cambodia’s main ethnic group, whose people speak their own distinctive language, is that of the Khmer.
4. ________ Islam is the most commonly practiced religion in Malaysia and Indonesia.
5. ________ Batik is a well-known method of carving stone bas-reliefs, and is commonly practiced in Thailand.
6. ________ Angkor Wat, a fantastically elaborate ancient temple in Cambodia, was built in the 12th century.
7. ________ The Tonkin region of southern Vietnam was ruled by India for over a thousand years.
8. ________ The Philippines became a Spanish colony in the late 16th century.
9. ________ French Indochina included areas that now are the lands of Cambodia, Laos, Vietnam, and Thailand.
10. ________ North and South Vietnam were united under the rule of communist leader Ho Chi Minh at the end of the Vietnam War.
SOUTHEAST ASIA ON THE GLOBE

The map below shows the position of Asia on the globe. Draw in the map’s compass showing the cardinal directions. Also draw in the equator. Then write in the answers to the questions that follow. Use geographical resources as necessary.
1. Which country is closer to the equator: India or the Philippines? the Philippines

2. In general, which would you think has a wetter climate, the island of Borneo or the country of China? Borneo

3. Is Indonesia larger or smaller in area than Thailand? Indonesia is nearly four times as large in area as Thailand. It is 741,052 square miles in area, and the area of Thailand is 198,115 square miles.

4. Could you travel from Singapore to Sumatra by land? No

5. In which direction would you travel from Pakistan to reach Manila in the Philippines? southeast

6. In which direction would you travel from Yangon, the capital of Myanmar, to reach Calcutta, India? Could you easily make the trip overland? Why or why not? You would travel in a northwest direction. Although the trip could be made overland, it would be a difficult journey because steep, forested mountains separate India from Myanmar.

7. On what type of landform are Cambodia, Laos, Myanmar, Thailand and Vietnam located? What is the definition of this type of landform? They are on a peninsula. A peninsula is a piece of land that is surrounded by water on three sides, such as the state of Florida.
Fill in the blank or circle the letter for the correct answer to each question.

1. Most of the inhabitants of mainland Southeast Asian countries are probably descendents of:
   A) immigrants from China.
   B) immigrants from the United States.
   C) immigrants from Antarctica.

2. In Singapore, more than 75% of the residents are:
   A) farmers.
   B) Bantu speakers.
   C) of Chinese descent.

3. In Thailand, ____________________________ is the predominant religion.
   A) Islam
   B) Buddhism
   C) Hinduism

4. In Myanmar, when a son ____________________________ the family celebrates with colorful ceremonies.
   A) reaches voting age
   B) joins the army
   C) becomes a Buddhist monk

5. Batik is a process of decorating ____________________________ and is commonly practiced in:
   A) cotton fabric; Indonesia.
   B) walls; Indianapolis.
   C) stone tablets; Hanoi.
6. Angkor Wat is a large:
   A) government building in Manila, the Philippines.
   B) ancient temple near Siem Reap, Cambodia.
   C) chain of markets headquartered in Singapore.

7. What was a major resource that attracted European explorers and traders to Southeast Asia in the 16th century?
   A) oil
   B) tin
   C) spices

8. Which nation held the Philippines as a colony from 1898 until after World War II?
   A) Spain
   B) the Netherlands
   C) the United States

9. In the 1950s, _____________________________ were granted independence from France.
   A) Cambodia, Laos and Vietnam
   B) Myanmar (Burma), Indonesia and Thailand (Siam)
   C) India, Bangladesh and Pakistan

10. At the end of the Vietnam War:
    A) North and South Korea were united under the leadership of Emperor Hirohito.
    B) North and South Vietnam were united under the leadership of Ho Chi Minh.
    C) Myanmar and the Philippines were united under the leadership of Imelda Marcos.