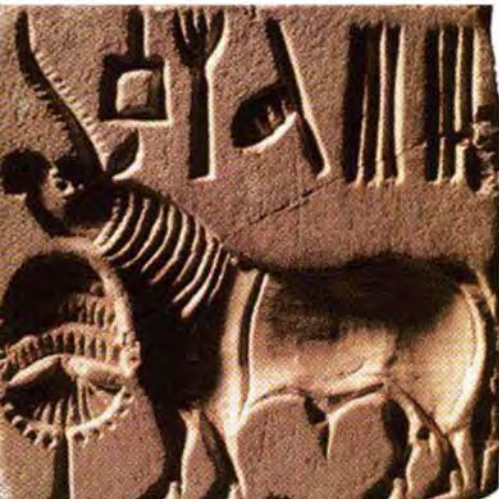
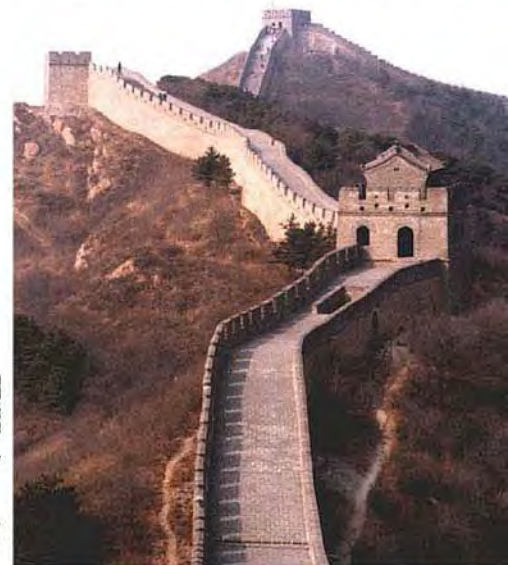


# A BACKGROUND TO SOUTHEAST ASIA

## STUDENT'S BOOK



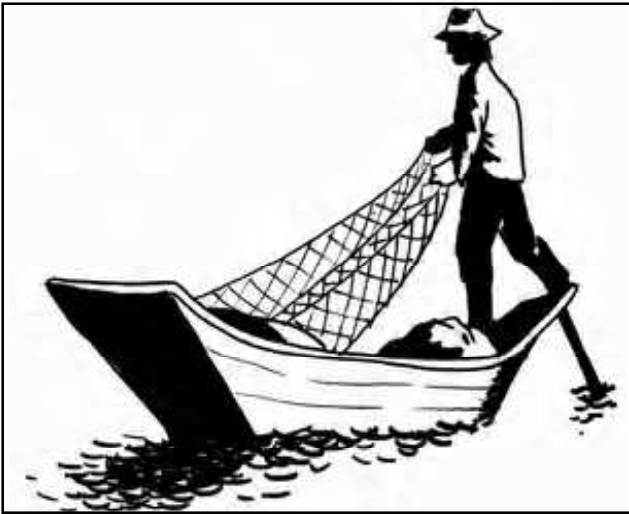
**A social science module in simplified  
English for Myanmar adults**

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# 1. Before you Begin



## **In this chapter you will study:**

- mainland and island Southeast Asia
- ethnic diversity in Southeast Asia
- the culture of Southeast Asia

## **At the end of this chapter you will be able to:**

- identify the main features of Southeast Asia
- identify the main ethnic groups of Southeast Asian nations
- identify some of the important issues relevant to ethnic diversity in Southeast Asia

# 1. Before you Begin

## KEY WORDS

**culture** (*n*) – the customs and civilisation of a particular group of people

**diverse** (*adj*) – containing many different types

**land mass** (*n*) – one very big piece of land, subcontinent

**mainland** (*adj, n*) – part of a continent that is not an island

**population** (*n*) – people in a place

## Brainstorm

What do you think of when you think 'Southeast Asia'?

Close your eyes for a few seconds and note a few things that come to your mind.

Now write them down and share them with your partner.

Did you write similar things?

Did you list any similarities between the peoples of Southeast Asia? If not, can you list some?

*Hint: climate, food, religion, culture, clothes, what people look like, houses, what people do, etc.*

## Exercise

**Skills:**  
Categorising  
information

In the previous module you learned what history, geography, economics, politics, and development are. Now let's try to use your knowledge. Can you think of one similarity between the different countries and peoples of Southeast Asia? Think of one each for *history*, *geography*, *economics*, *politics*, and *development*.

*History:*

*Geography:*

*Economics:*

*Politics:*

*Development:*

Southeast Asia is not made up of one large **land mass**. It is made up of many countries and thousands of islands. The **mainland** parts of Southeast Asia have wide stretches of forests and hills. As a result of this, pockets of **population** developed. The nations of Southeast Asia are home to many **diverse** peoples. This can cause problems, when many different groups of people try to be one nation. It also means that the nations of Southeast Asia are very rich in **culture**.



What characteristics unite the different people of Southeast Asia?

- Mainland languages come from the same ancestor-language
- Physical environment is mostly water and forest
- In terms of food, rice, fish and betel are popular.
- Beliefs and social practices of ordinary Southeast Asians are common.
- Folklore and traditional architectural styles are similar
- methods of agriculture are similar
- social and political organisation is similar.
- People are of the same Mongoloid appearance: short, with yellow-brown skin.

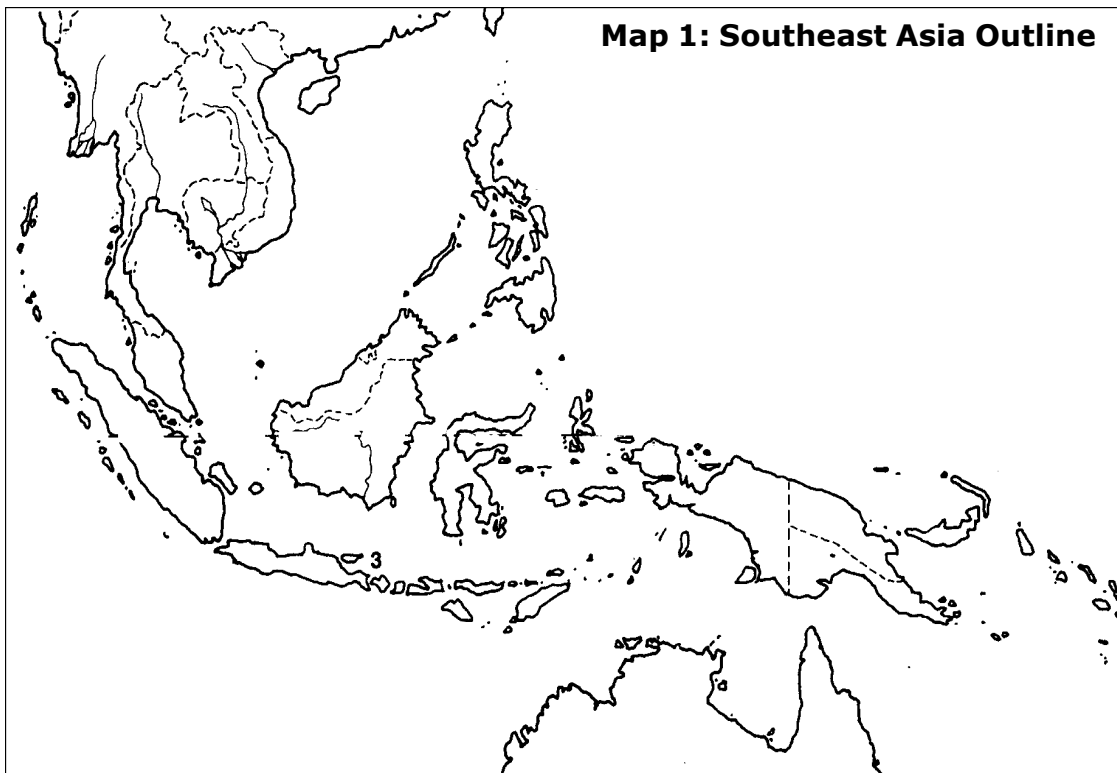
### Review

- A. What different ways of organising society do you remember?
- B. Which ones do you see most often in Southeast Asia?
- C. Do you think it was different two thousand years ago? How were societies mostly organised then?

Most Southeast Asian peoples began as tribes. Each tribe was a small community of hunters, rice farmers or fisher-folk. The tribe was headed by a chief. Members of the tribe had a strong sense of belonging.

### Map work

Look at this map outline and try answering the questions. Don't worry if you can't answer them now. You will see them again at the end of this section.



- A. What countries are in Southeast Asia?
- B. What countries are near Southeast Asia?
- C. What countries have influenced Southeast Asia?

## Exercise

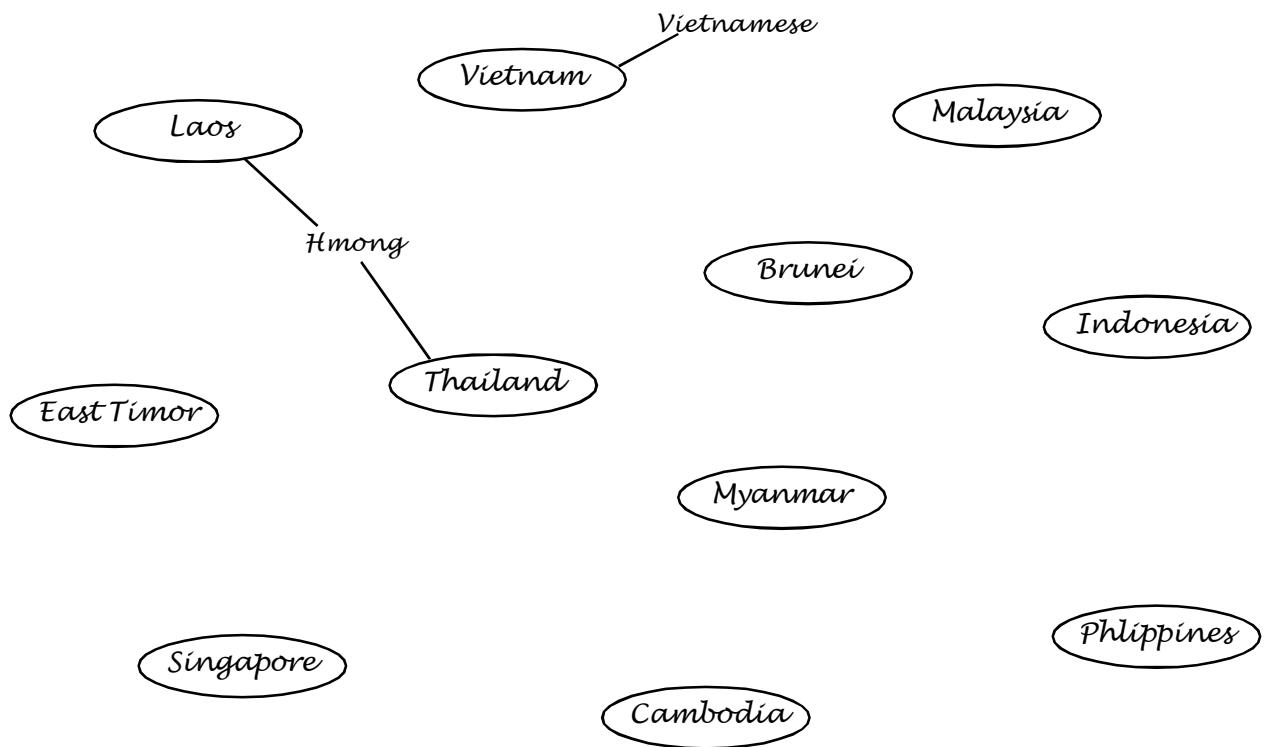
### Southeast Asia General Knowledge Quiz

- What is the population of Singapore?
- What languages do people speak in Brunei?
- What is the currency of Vietnam?
- What is the capital of the Philippines?
- Which is the largest country in Southeast Asia?
- Which is the smallest country in Southeast Asia?
- Which country in Southeast Asia has the largest population?
- What is the name of the highest mountain in Southeast Asia?
- What is the name of the longest river in Southeast Asia?
- What is the newest country in Southeast Asia?
- Which is the only country in Southeast Asia that has never been colonised?

### Brainstorm

**Skills:**  
Organising  
information

How many different peoples living in Southeast Asian countries can you name?  
Put your answers into this mind-map



### Review

**Skills:**  
Organising  
information

Your teacher will give you some country fact sheets. Add the missing information to the mind-map.

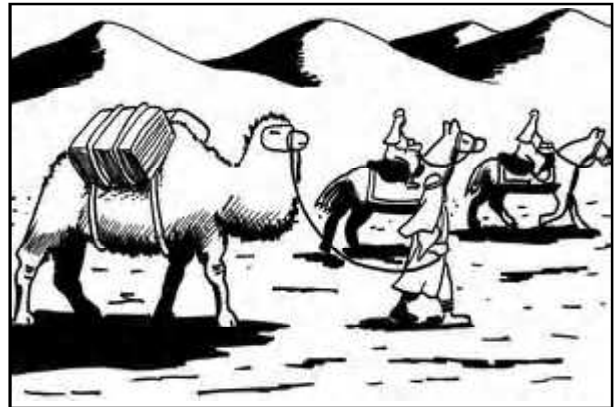
### Discussion

**Skills:**  
Reasoning

Why are there often problems in countries with many different ethnic groups living together?

Do you know any country that has many different ethnic groups, where people live together peacefully without many problems?

## 2. Ancient Southeast Asia



### **In this chapter you will study:**

- what civilisation and culture are; ancient civilisations
- surplus and inequality: how did inequality start and how did surplus of food affect societies?
- class system: how classes appeared, what classes were there in and ancient Southeast Asia
- the first Southeast Asians: the first Southeast Asian empires; trade; looking for historical evidence
- the beginnings of Southeast Asians: background of some Southeast Asian peoples
- ancient history of India and China

### **At the end of this chapter you will be able to:**

- find all Southeast Asian countries on the map
- know the basic facts about all Southeast Asian countries
- describe civilisation and culture
- describe the features of the earliest civilisations
- explain the relationship between surplus and inequality
- identify the earliest Southeast Asian empires
- describe the origins of Southeast Asian, Indian and Chinese peoples
- look for historical evidence

## 2. Ancient Southeast Asia

### 2.1 INTRODUCTION

#### KEY WORDS

**archaeologist** (*n*) – a scientist who studies ancient civilisations through their physical remains

**material evidence** (*n*) – something you can see or touch that gives you reason to believe something

**perspective** (*n*) – a view or picture in one's mind, an opinion, a position

#### Preview

**Skills:**  
Imagining

**A.** What do you know about ancient Southeast Asia?

How do you know what you know?

Can you be sure about it?

How can historians find out about events in the past?

**B.** How do you think historians can find out about what happened in ancient Southeast Asia?

In this chapter you will learn about the ancient history of Southeast Asia. Southeast Asia is a very ancient region. People had lived here for many thousands of years without leaving any record. Also, many different groups of people have lived in the same areas at different times so it is often hard to tell who did what.

When we learn about things that happened such a long time ago it is often difficult to be sure. This is because there is hardly any **material evidence** left to tell us exactly what happened. Many historians and **archaeologists** disagree about how and when things happened. When historians write about ancient Southeast Asia, they often say that they can only guess what had happened. They always use such words as 'probably,' 'it seems like,' and 'some historians believe that' to show us that they don't know for sure.

Everything you read in this chapter is only one of the many **perspectives** on the events in Southeast Asia many hundreds of years ago. What most historians agree on, though, is that the history of Southeast Asia is based on movements of peoples. Different groups of people migrated in and out of the region as well as around Southeast Asia. Many kingdoms and empires were established and then destroyed until modern Southeast Asia was formed. In this chapter you will learn a little bit about how this happened.

#### Discussion

**Skills:** Reading  
comprehension,  
applying information

What did you learn from this introduction?

What is important to keep in mind whenever you are studying ancient history?

Why do you think it is difficult to know for sure what has happened?

What do you think would have helped historians make more accurate accounts of ancient Southeast Asia?



## 2.2 WHAT IS CIVILISATION?

### KEY WORDS

**atheist** (*n*) – somebody who does not believe in god or follow any religion

**civilisation** (*n*) – when culture has developed over a long time and has become very advanced

**compulsory** (*adj*) – required, you must do it

**industrialized** (*adj*) – a society where goods are produced in great quantities using machines and technologies

**mainstream** (*adj*) – something that most people do

**settlement** (*n*) – a place where people live, such as a town or village

**significantly** (*adv*) – strongly, importantly

**valley** (*n*) – an area on both sides of a river

### Preview

What is culture?

Think about your culture. How can you describe your culture?

Read these descriptions of two different countries. One of them is Russia, and the other is America. Which one is which?

**A.** Our culture is pretty modern. We do things very differently from the way our great-grand-parents used to. We never wear traditional clothes. In fact, many of us don't even know what our traditional clothes look like. People in this country come from different countries and different parts of the world. They have very different backgrounds. Some communities arrived many generations ago and they don't keep their original traditions any more. Some families have just arrived and they are trying to keep their own culture. They eat their own food, speak their language and teach it to their children. They follow their own religion. They don't mix much with the **mainstream** culture in our country. Our culture has absorbed characteristics of many different cultures. For example, Italian and Chinese food is very popular. Many people like to listen to Latin American music, even though they are not of Latin American origin.

**B.** About a 100 years ago our culture was very traditional. But now things have changed a lot, especially after the Revolution. One example of a change is religion. After the revolution religion was banned and most churches closed. After that generations of young people were raised **atheist**. Neither my grandparents nor my parents follow any religion. The education system has changed a lot. Now primary and secondary education is **compulsory**. Over 99 percent of people in our country can read and write. This also means that our language has changed and developed a lot. By the middle of the century the country had become **industrialized** – this means that traditional ways of agriculture have changed. The role of women has changed **significantly**. Women are very active in society. They become doctors and scientists and lead businesses. At the same time, many things have remained the same. We still celebrate many traditional holidays, and like our traditional music and singing.

**Brainstorm**

**Skills:** Making lists, making definitions

What are the most important things about your culture? Make a list.

How can you define culture? Begin like this: Culture is...

Now read the paragraph:

When a group of people share the same way of life, we say that they have the same **culture**. This usually means that they speak the same language, eat the same kinds of food, have the same rules of behaviour and follow the same **customs** and traditions.

Did your definition agree with this one?

**Exercise**

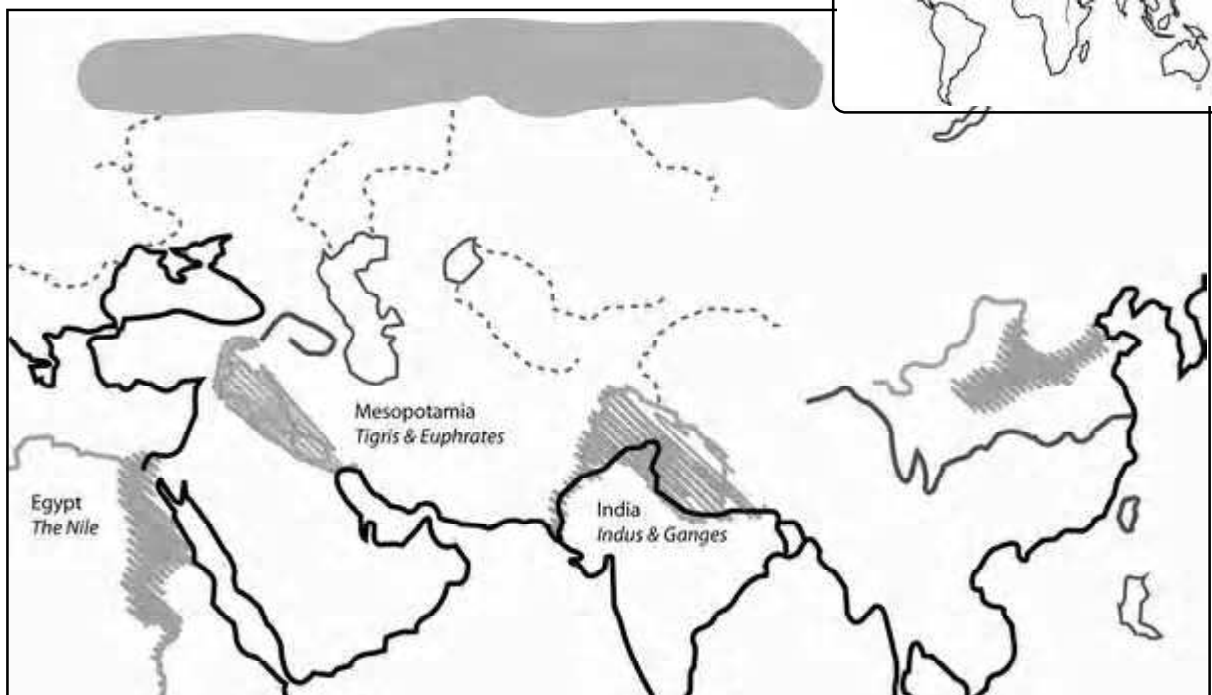
A. Which words in this list are part of culture?

sport, weddings, fishpaste, school, your name, the clothes you wear, your house, religion, music, village, festival, your family, language

What can you add to this list?

B. Now make a list of things that are not part of culture.

**Map 2: Ancient Asia**

**Brainstorm**

**Skills:** Finding similarities

Look at the highlighted areas on the map.

A. What countries are they in?

B. What similarities can you notice about all the highlighted areas?

C. Why did civilisations begin in river valleys?

The earliest civilisations were developed by people living in fixed places or **settlements**, which gradually grew into towns and cities. The first civilisations began in river **valleys** such as the valleys of the Nile in Egypt, the Tigris-Euphrates (*ti-gris; yoo-fray-tees*) in Mesopotamia (*me-soh-poh-tay-mi-yah*), the Indus (*in-dus*) in India, and the Huanghe (*hwang-he*) in China.

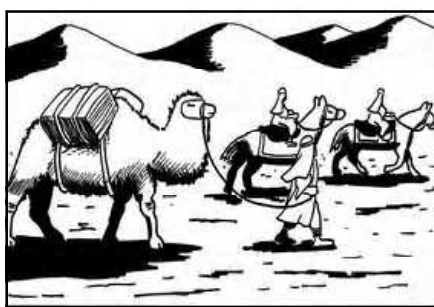
### Group work

In groups, brainstorm everything you know about one of the four areas of first civilisations.

### Group work

Skills: Matching

Match the pictures with the captions:



1.



2.



3.

- A. The earliest civilisations were developed by people living in settlements.
- B. As trade developed, some small settlements grew into towns and cities.
- C. Many ancient peoples were nomads. They raised animals – sheep, horses, etc. They didn't live in one place. They travelled from place to place to find pasture for their animals and to trade.

## 2.3 SURPLUS AND INEQUALITY

### KEY WORDS

**accumulate** (*v*) – to collect

**barter** (*n*) – system of exchange of goods that does not use money

**cattle** (*n*) – large animals that people breed

**craft** (*n*) – traditional skills of doing things by hand (pottery, fabric, bamboo mats)

**craftspeople** (*n*) – people who are skilled in a craft

**efficient** (*adj.*) – something that produces good results and doesn't take much time

**inequality** (*n*) – when one person or group has more than another

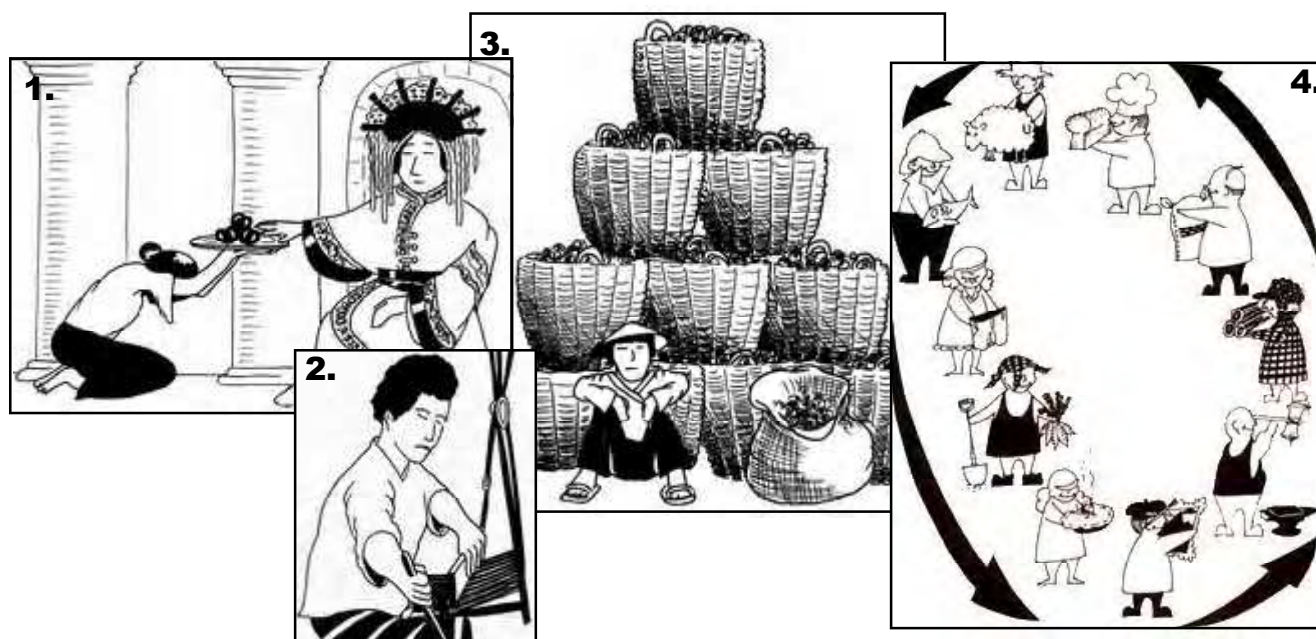
**pottery** (*n*) – bowls and other things made of fired clay

**supervise** (*v*) – direct and inspect other people's work

**surplus** (*n*) – more than you need

**Inequality** started when farmers began to have **surplus**. As agriculture, raising **cattle**, fishing, and other human activities developed, they became more **efficient**. People began to have more food than they needed to survive. They could now spend time doing things other than making food. Soon some people began to specialise – spend most of their time making **crafts**, such as **pottery** or weaving instead of growing food. **Barter** and trade began to develop. For example, a farmer could get some pots from the potter or some woven fabric from a weaver in exchange for rice. The leaders could also not work anymore. They could get other people to give them food and other necessary things.

As trade developed, more inequality developed. Some people began to have more, and some – less. More successful farmers or **craftspeople** could get more for their goods. The chiefs and religious leaders could also **accumulate** more things. This gave them more power over other people. Classes began to develop.



### Exercise

**Skills:** Cause and effect

- Write a description for each picture. Put the pictures in order.
- Fill in the empty boxes with information from the text.

human activities  
become more  
efficient

people can  
spend time on  
crafts

power,  
inequality and  
classes develop

### Case study

Thirty years ago, Taa's grandparents planted some banana trees near their house. Now there is a large banana plantation there, many more bananas than Taa's family need. They can trade bananas for rice, meat and cloth, and still have many, many extra bananas.

Taa's parents don't work in the plantation any more. Instead they hire workers to harvest the bananas. They pay these workers with goods they trade: the rice, meat and cloth (and bananas).

Taa's mother uses her free time to make pots – she makes decorated pots that are very beautiful. She can trade these pots for more goods. Taa's mother and father spend time **supervising** all the other families who live nearby. Many of these people work for Taa's family, or trade with Taa's family. If there is not enough food in the area, Taa's family can use their surplus to help the other families. Taa's mother and father are respected by everyone around them for this. When the community needs to make a decision, Taa's family have the most influence and power.

### Discussion

**Skills:** Reading comprehension, cause and effect

- What type of society do Taa and his family live in?
- What is the type of trade described in the story called?
- How does the surplus of food in Taa's family affect their lifestyle and the life of the whole community?

## 2.4 CLASS SYSTEM

### KEY WORDS

**brahmin** (*n*) – a priest of Hindu religion  
**chief** (*n*) – leader  
**cult** (*n*) – a small religion or a new version of a religion  
**emerge** (*v*) – to appear, come up  
**divine** (*adj*) – sacred, related to god  
**descendant** (*n*) – someone who comes from or is born in a certain family many generations ago  
**flexible** (*adj.*) – easy to change, can move from one to another  
**healer** (*n*) – a person who treats and helps the sick in a traditional way  
**indigenous** (*adj*) – the first to live somewhere  
**indigenous cult** (*n*) – traditional or original religion of an ethnic group  
**intermarry** (*v*) – when people from two (or more) different groups marry each other  
**maritime** (*adj.*) – related to the sea  
**merchant** (*n*) – a person who makes money by selling (and buying) goods  
**missionary** (*n*) – a person who goes to different places to get people to follow his/her religion  
**noble** (*n*) – a person whose family is related to the ruler's (king's) family  
**potter** (*n*) – person who makes pots and other objects out of clay  
**priestly** (*adv.*) – of the priests  
**shaman** (*n*) – a traditional cult priest who communicates with spirits  
**scholar** (*n*) – a person who studies all their life  
**ulama** (*n*) – Muslim priest  
**weaver** (*n*) – a person who makes fabric using traditional methods

1. As surplus developed, new jobs **emerged** such as **weavers**, **potters** metal workers, and other craftspeople. This caused different classes to appear as more successful craftspeople or farmers began to have more and were able to get other people to work for them – like in the story about Taa. Local priests and chiefs were supported by their communities, as there was surplus of food.

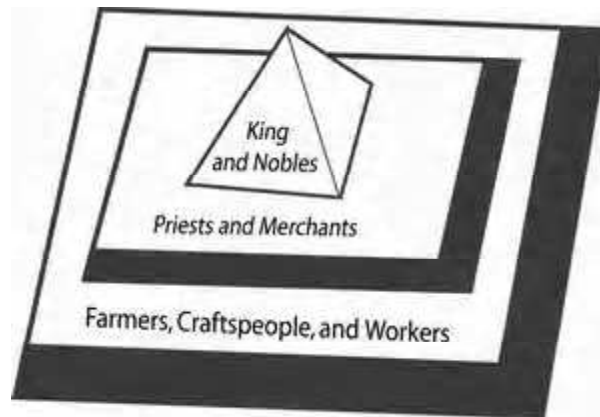
2. Southeast Asia was located on the important sea trade routes between China, India and other parts of Asia. Maritime trade brought a lot of influence from India as well as China. Indian merchants settled in Southeast Asia and **intermarried** with the families of the local **chiefs**. They brought the system of **divine** kings based on the Indian model. In this model the rulers and kings were considered to be like gods or **descendants** of gods. This meant that their right to rule came from Heaven and people could not oppose it.

3. There were three main classes. At the top was the ruling class, followed by the merchant and **priestly** class. At the bottom was the working class, made up of farmers, craftspeople, and other workers. Trade created the **merchant** class. This class consisted of local people who had set up businesses. There were also many foreign traders from around the region. Some merchants came from as far away as India and China.

4. There were priests in all the kingdoms of Southeast Asia. At first, there were the **indigenous cults** priests, **shamans** (*shah-mahns*), and **healers**. They had a lot of respect in the villages. When new religions were introduced, new priests appeared. They were Hindu **Brahmins** (*brah-mins*) from India, Buddhist **missionaries** from India and China, Muslim **ulamas** (*ooh-lah-mahs*), and Christian missionary priests from western countries.



5. The class system in ancient Southeast Asia was very **flexible**. Fishers could set up a business, and become part of the merchant class. Also, anyone who wanted to become a religious **scholar** could do so. This option, however, was mostly only open to men.



#### Exercise

**Skills:** Selecting topic sentences, reading for gist, scanning, inferring

A. The topic of this text is:

- I. The rulers of ancient Southeast Asia*
- II. Class system in ancient Southeast Asia*
- III. Variety of religion in Southeast Asia*
- IV. The importance of trade*

B. Which sentence best summarises the text:

- I. At first, it was easy for people to move from class to class.*
- II. The rulers of ancient Southeast Asia participated in trade.*
- III. Trade helped develop the three classes in ancient Southeast Asia.*
- IV. Only men could become priests in ancient Southeast Asia.*

C. List all the different jobs that the text mentions.

D. How many different religions are mentioned in the text?

E. How did trade facilitate the development of new classes in Southeast Asian societies?

F. Match the summaries with the paragraphs in the text:

- I. The merchant class consisted of local and foreign traders.*
- II. Trade and port cities in Southeast Asia developed. New jobs appeared and three classes developed.*
- III. In the beginning, it was very easy to move from one class to another (you could set up a business and join the merchant class).*
- IV. The ruling class in most Southeast Asian nations were kings. The ruling class also often participated in trade.*
- V. In Southeast Asia there were many different priests for all the different religions.*

## 2.5 GEOGRAPHY OF ANCIENT SOUTHEAST ASIA

### KEY WORDS

**abundance** (*n*) – a lot of something  
**agrarian** (*adj*) – based on agriculture  
**archaeological** (*adj*) – related to study of ancient people and cultures by digging up their remains from the ground  
**beyond** (*prep*) – further away, outside of  
**bronze** (*n*) – a type of metal  
**cargo** (*n*) – goods carried on a ship  
**chemical analysis** (*n*) – when objects are studied using special chemicals to find out how old they are  
**clay** (*n*) – material from a type of sticky earth that is used for making pots and other objects; it becomes hard when baked  
**convert** (*v*) – change from one system to another  
**copper** (*n*) – a type of metal  
**cultivate** (*v*) – to grow plants for food  
**domesticate** (*v*) – to train and breed animals to live near humans and to do what they want  
**dotted** (*adj*) – covered with; spread around  
**empire** (*n*) – countries that are controlled by another country  
**excavation** (*n*) – digging up from the ground  
**imitate** (*v*) – do like someone, copy someone  
**inhabitants** (*n*) – people who live somewhere, residents  
**irrigation** (*n*) – a system of getting water to the fields using streams or special channels  
**maharajah** (*n*) – a title of Indian princes  
**major** (*adj*) – big, important, most important  
**maritime** (*adj*) – to do with the sea, based on the sea  
**migrated** (*v*) – move from place to place  
**mold** (*v*) – shape  
**region** (*n*) – area, place  
**population density** (*n*) – how many people live in each particular area, for example 100 people to every square kilometer  
**prehistoric** (*adj*) – before recorded history, very old  
**prosperous** (*adj*) – successful, rich  
**shallow** (*adj*) – opposite of deep  
**ship** (*v*) – to transport goods from one place to another  
**situate** (*v*) – to place  
**waterworks** (*n*) – systems of transporting water

### Brainstorm

Guess the answers:

- A. When did people first come to Southeast Asia?
- B. Who were they?
- C. What did they look like?
- D. Who were the first people to grow rice in Southeast Asia?
- E. How did all the different ethnic groups get to Southeast Asia?

Read the text and check your answers.

### *The origins*

1. People have lived in Southeast Asia since **prehistoric** times; some historians say, about 40,000 years. The indigenous **inhabitants** of Southeast Asia were called Negritos (*neh-grih-tohs*). Many historians agree that they originally **migrated** from Africa. They were short, hairy and black-skinned. They were probably related to the Australian Aborigines. We know very little about them.

2. **Archeological excavations** suggest that it is possible that people grew rice in Southeast Asia a long time before it was grown anywhere else. But this is not certain. These people were probably successful sailors and sailed between the islands of Southeast Asia and **beyond**. The indigenous Southeast Asians used stone tools and lived mostly on the coast and riverbanks.

3. 4-5,000 years ago new races began to move into Southeast Asia from the north, replacing or driving out the original Negritos in the process. The newcomers traveled to the Indochinese Peninsula along rivers rising in south and southwestern China or followed the **shallow** coastal waters around China. Others crossed to Taiwan and from there migrated to the Philippines and on to the islands of Indonesia.

#### **Discussion**

**Skills:** Inferring

How do we know that the information in paragraphs 1, 2, and 3 is really true?

Did the writer provide evidence?

What could be the evidence for 1? 2? 3?

#### **Group work**

**Skills:** Applying information

Match paragraphs 1, 2, and 3 with the examples of evidence:

a. An account by a historian of emperor of Majapahit (*mah-jah-pah-hit*): "The empire grew **prosperous**. People in vast numbers **thronged** the city. At this time every kind of food was in great **abundance**. There was ceaseless coming and going of people from overseas."

b. Archaeologists have discovered bits of copper shaped as arrow heads near a river in lower Burma. **Chemical analysis** showed that they were **molded** about 5000 years ago. Some caves were discovered in Laos with paintings on the walls. There are paintings of boats full of different things and people.

c. Archaeologists have found some human bones in the area of present-day Malaysia. Chemical analysis of the bones showed that they were at least 50,000 years old. A piece of a **clay** pot was found near present day Phnom Penh. It had a grain of rice stuck to it. Archaeologists have estimated its age at about 15,000 years.

#### **Exercise**

A. Who were the Negritos? How did they get to Southeast Asia? Where did they come from?

B. Paragraph 3 mentions 'the new races'. Where did they come from?

## Discussion

The text uses a lot of words such as 'perhaps', 'probably', 'suggest'. Why? What kind of evidence does the text mention about the first people to grow rice in Southeast Asia?

**Skills:** Reasoning

### *The 'new races'*

The first immigrants were the Malayo-Polynesians. They left China about 5,000 years ago by boats and spread from island to island in the Pacific Ocean. These people became the ancestors of most island Southeast Asians.

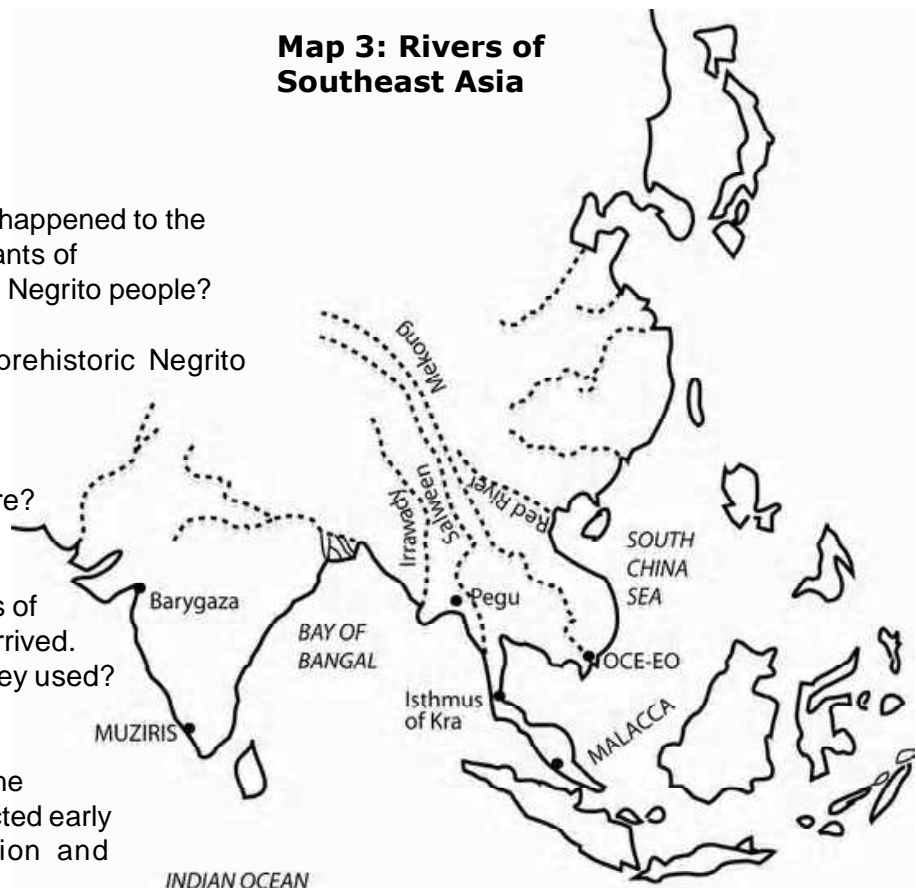
Migrants to the mainland Southeast Asia started arriving about 4,000 years ago. First were the Vietnamese, then Mon-Khmers, Tibeto-Burmans and Thais. Around 300 BC., the Mon-Khmers split into two tribes: the Khmers, ancestor's of today's Cambodians, who migrated down the Mekong River; and the Mons, who went west to settle Thailand, southern Burma, and part of Malaya.

When people learned to make and use iron tools, agriculture became more effective. They also developed systems of **irrigation**. As people developed more intensive methods of agriculture, **population density** increased. Settlements became bigger as it was possible to feed more people. Trade developed in and between the settlements. Towns and kingdoms began to develop. As some people started to have **surplus**, social differentiation, or classes, developed.

To summarise, the following factors were very important for the development of Southeast Asian civilisation and states:

- agriculture
- trade
- **waterworks**
- early towns
- social differentiation

**Map 3: Rivers of Southeast Asia**



## Discussion

**Skills:**  
Developing an opinion

**A.** What do you think happened to the indigenous inhabitants of Southeast Asia, the Negrito people?

**B.** Why do you think the prehistoric Negrito people only lived on the coast and on riverbanks?

**C.** How did development of iron-working affect agriculture?

## Map work

Trace the way the ancestors of modern Southeast Asians arrived. Which rivers do you think they used?

## Group work

**Skills:** Analysing

Choose one of the factors that affected early Southeast Asian civilisation and discuss its importance.

## Brainstorm

The ancient kingdoms of Southeast Asia can be grouped into two categories. This is based on their geography. Can you guess what these categories were? Look at the map of Southeast Asia.

The first is **agrarian** kingdoms. Agrarian kingdoms had agriculture as the main economic activity. Most agrarian states were located in mainland Southeast Asia. Examples are **Ayutthaya** (*ah-yooh-ta-yah*), based on the **Chao Phraya** (*chah-o prah-yah*) River delta and the **Khmer Empire** on the **Tonle Sap** (*ton-lay sap*).



The second type is **maritime** states. Maritime states depended on sea trade. **Malacca** (*ma-lak-kah*) and **Srivijaya** (*shri-vi-jah-yah*) were maritime states.

Most cultures in Southeast Asia have Chinese or Indian influence. Indian interest in Southeast Asia increased when India and China began to trade with each other.



There were several different routes for trade between China and India:

- First, goods were shipped through Funan to the Isthmus of Kra, **transported** across the narrow land, and then shipped for India.
- Around the sixth century AD merchants began sailing to Srivijaya where goods were **shipped** directly.
- The third system involved direct trade between the Indian and Chinese coasts.

#### Map work

**Skills:**  
Developing an  
opinion

Trace these three routes on a map.

Which route would you have preferred? Why?

Can you find any other routes?

#### Group work

**Skills:** Roleplay,  
making decisions,  
problem solving

Imagine you are an Indian merchant. You have a **cargo** of **cinnamon** and black pepper, and you want to sell it to China. From China you are planning to buy some silk and some **porcelain**. You can make a good profit by selling these in India. Which way are you going to take your ship? How far will you go? Trace your way on

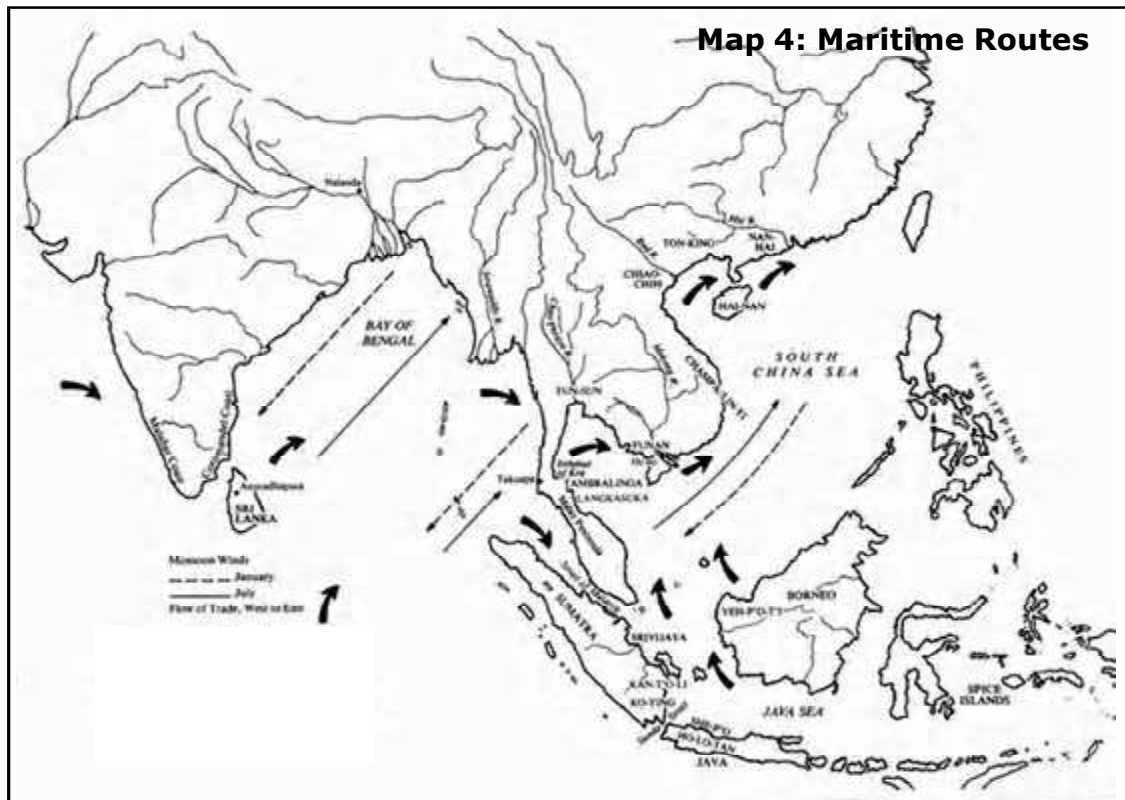
the map. What difficulties do you expect to meet on the way? How can you try and avoid them?

With the Indian ships came Indian culture. Indian missionaries **converted** the natives to Buddhism and Hinduism, and soon the local rulers were calling themselves **maharajahs** (*mah-ha-rah-jahs*) and **imitating** the courts of India. By the first century AD., the coasts of Burma, Malaya, Thailand, Cambodia and southern Vietnam were **dotted** with Indian-style city-states.

Some of the more powerful empires of early Southeast Asia were:

Empire	Period	Capital	Extent of control
Funan	1st to 6th centuries	Oc-eo	southern Thailand, Cambodia, Vietnam and northern part of the Malay Peninsula
Srivijaya	7th to 13th centuries	Palembang	both sides of the Straits of Melaka, western Borneo and western Java
Majapahit	13th to 16th centuries	Majapahit	most of modern-day Indonesia
Malacca	15th to 16th centuries	Malacca	both sides of the Straits of Melaka
Khmer	9th to 13th centuries	Angkor	Thailand, Vietnam, Cambodia and the northern part of the Malay Peninsula
Pagan	9th to 13th centuries	Pagan	most of Burma





### Map work

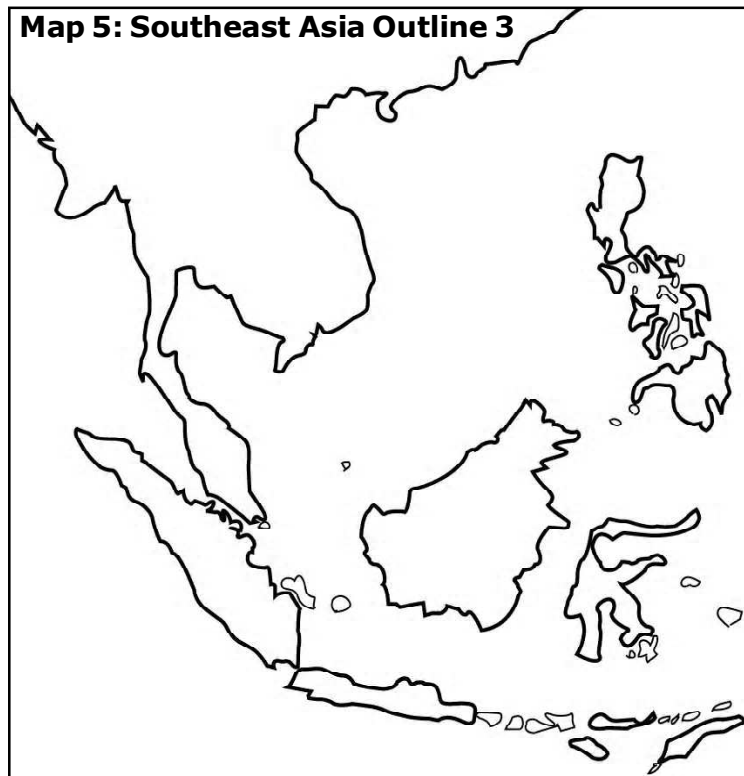
On the map, find all the areas occupied by the Southeast Asian empires in the chart.

In groups, circle the area controlled by one of the empires in the chart on page 17. Look at the location and the territories controlled by your empire. What can you guess about its power? Use the information on page 17 to try and answer the following questions:

- Do you think it was mostly a maritime (sea) power or a land power?
- Do you think it had important ports?
- Do you think any important trade routes passed through these ports?
- Any other information you can add or guess.

Make a presentation for the rest of the class using all this information.

**Map 5: Southeast Asia Outline 3**



## Discussion

**Skills:** Imagining

What kinds of tools do you think early people of Southeast Asia made?  
What did they use them for?

## Review

- A. How can we count time? What is AD and BC? What other ways of counting time do you know?  
B. Why and how did Chinese and Indian influence come to Southeast Asia?

## 2.6 THE FIRST EMPIRES

### KEY WORDS

**allocation** (*n*) – distribution  
**ancestor** (*n*) – your past family (your great-grandparents, great great-grandparents, etc.)  
**democratic assembly** (*n*) – when everybody comes together to make a decision by voting  
**dominate** (*v*) – control  
**fertile** (*adj*) – able to grow many things  
**flee** (*v*) – run away  
**fugitive** (*n*) – refugee, runaway  
**interior** (*n*) – inside of something (e.g. a country)  
**peak** (*v*) – reach the highest, most successful or strong point  
**peninsula** (*n*) – an area of land that is surrounded by water on three sides  
**plateau** (*n*) – a large flat area high in the mountains  
**submit** (*v*) – to obey  
**surrounding** (*adj*) – everywhere around  
**threat** (*n*) – when someone tells you they are going to harm or punish you  
**tributary** (*n*) – a river that flows into a larger river  
**uncertain** (*adj*) – not sure, not certain

### *The Kingdoms of Early Southeast Asia*

Here you will read about some of the more important states and kingdoms of ancient Southeast Asia. This is not a complete story. In this module you learn the basics of Southeast Asian history so later you can discover the rest for yourself. When you read these stories, remember what you read at the beginning of this chapter: this is only one perspective. Many historians have different ideas about what happened in Southeast Asia.

### Preview

**Skills:**  
Guessing

Look at the names of the early Southeast Asian empires. What do you know about each of them? Do you know what areas they controlled?

Do you know what languages people spoke there?  
Do you know what years were the peak of their power?  
What religion or religions did they follow?  
Anything else about their culture?

### Group work

**Skills:** Explaining,  
reading  
comprehension

Choose one of the following texts to read in groups. Explain your text to another group.

**Map 6: Early Southeast Asian Empires**



### **Funan** (*fuh-nan*)

The lower Mekong valley was very **fertile**. That is where present-day Cambodia and the southern part of Vietnam are. This area is an excellent place to grow rice, thanks to the Tonle Sap Lake. In the first century AD, the entire lower Mekong region was united under the kingdom of Funan. Its port, called Oc-Eo (*o-tse-o*), was located in the Mekong delta where the Mekong enters the Gulf of Thailand. It was a centre of commerce, with traders coming from China, India, and even Rome. Funan **peaked** as a nation under king Jayavarman (*jah-yah-vahr-mahn*) I (478-514) and then rapidly fell into ruin. Internal conflicts and raids from the Khmers in Laos weakened the state.

### **Mon and Malay**

Civilisation spread from the coasts to the **interiors** of Thailand and Malaya. Two Mon states, named Dvaravati (*dvah-rah-vah-ti*) and Haripunjaya (*hah-ri-phun-jah-yah*), were founded around 500 AD in central and northern Thailand. They probably relied on agriculture since they did not have access to the sea. In the Malay **Peninsula**, several small states appeared, stretched across the Isthmus of Kra in different locations. The Malay states prospered by offering traders a short cut that was both quicker and safer than the Straits of Malacca.

### **Burma**

The ancestors of today's Burmese settled Upper Burma around 500-200 BC. Most of the Tibeto-Burman tribes marched over the mountains of Yunnan and northern Burma to reach the Irrawaddy valley. From here the tribes spread out into surrounding areas. The Pyus prospered from the merchants who used the Irrawaddy to go between India and China. They also got along well with the Mons of Thaton and with India. The Pyus governed each tribe by **democratic assembly**. In the 3<sup>rd</sup> century Arakanese people established a kingdom at Dhanyawadi on the coast, between the Irrawaddy Delta and the border of modern Bangladesh. This city also became an important center of *trade* with India.

In the 8<sup>th</sup> century Pyu people established a city at Sriksetra (*shri-kshe-trah*), but soon their power declined. Burman power increased as more Burmans migrate down from Central Asia. In 832 Nan Zhao, the first Thai kingdom, attacked and destroyed the Pyu capital. In 849 the Burmese founded their own city, named it Pagan, and built a wall around it. At the same time the Mons built Pegu, on the eastern edge of the Irrawaddy Delta.

A powerful Burmese king named Anawrahta (1044-1077) came to the throne. He conquered most of the lands that make up present-day Burma. His successors increased the number of monks, the **allocation** of resources for their support, and the construction of pagodas. All these expenses weakened the government.

### **Vietnam**

The origin of the Vietnamese people is **uncertain**. Their language is very similar to the Mon-Khmer languages and also to Thai and Malay. The Vietnamese themselves claim that their ancestor is one of China's first kings. Historians believe that the Viets migrated to the south escaping the Chinese in the 4<sup>th</sup> century BC. Some Viets settled in Fujian Province and the rest continued to the Red River delta. They intermarried with the people already living there, and formed the ethnic Vietnamese of today.

In 111 BC. Nam Viet was conquered by the Chinese emperor Wu Di. Chinese ideas influenced Vietnamese thinking about family and society. Many Chinese traders settled in Vietnam. Although the Vietnamese liked many Chinese ideas and culture, they didn't like Chinese rule. In 939 AD the Vietnamese drove the Chinese out and became independent.

The kingdom of Champa (*chahm-pah*) was established to the south, near the modern town of Hue, around 192 A.D. The Chams were ethnic Malays. Because of their location, Champa was influenced by both Chinese and Indian cultures. A lot of commerce between India and Champa took place. Indian influence on Champa was much stronger than Chinese. Sanskrit was widely used as a **sacred** language; the kings took on Sanskrit names, and the names of Champa's cities were Sanskrit ones as well: Amaravati (*ah-mah-rah-vah-ti*), Vijaya (*vi-jah-yah*), Kauthara (*kah-oo-tah-rah*), and Panduranga (*pahn-dooh-rah-n-gah*).

### ***Nan Zhao*** (*nahn zhah-o*)

The Thai peoples were the last major ethnic group to come into Southeast Asia from China. As with the other groups, few details are available. The Thais probably originally lived in China's Sichuan province. Then they migrated south to Yunnan to escape assimilation into the growing Chinese empire. Nan Zhao's best years were in the 9th century. At that time Nan Zhao successfully attacked Burma and Vietnam.

Nan Zhao was destroyed by the Mongols in 1253. Even before that time small groups of Thais moved out. One group, the Shans, settled in eastern Burma. Others, like the Lao, settled on the Khorat (*ko-rat*) **Plateau** and the upper Mekong valley.

As long as Southeast Asia was ruled by strong empires like Pagan and the Khmer, the Thais were no **threat**. But by the thirteenth century the Thais began to be more aggressive. In several places along the Nan River (a **tributary** of the Chao Phraya) Thais set up independent city-states. The most important of these was Sukhothai, founded around 1238 on the upper Nan river, and Lanna, further north on the same river.

### ***Lan Xang*** (*lahn-zahng*)

The Lao communities on the Khorat Plateau and the upper Mekong were not united under a Lao ruler until the 14th century. Lao legends say that their kingdom got started when the son of the ruler of Luang Prabang **fled** to exile in Cambodia. There, his wife bore a son. The Khmers gave this prince, Fa Ngum, an army, and he marched up the Mekong River. With his army he conquered central and southern Laos, and Luang Prabang. He became a king in 1353. The new kingdom was named Lan Xang, the "Land of a Million Elephants."

### ***Pre-Muslim Indonesia***

When Funan fell under Khmer rule, other Southeast Asian states began to **dominate** the trade between India and China. The one in the best location was Srivijaya, on the southeastern coast of Sumatra near both the Malacca and Sunda Straits. Srivijaya not only ruled Sumatra but also the Malay peninsula and western Java. It had almost complete control over Indochina trade.

### **Khmers**

The first Khmer kingdom was known as Chenla (*chen-lah*). It did not have a strong government. It prospered in the 7th century, but in 706 it split into two states, known as “Land Chenla” (Laos) and “Water Chenla” (Cambodia). Land Chenla kept some unity. But Water Chenla was divided into five smaller states because of intrigues for the throne. At the end of the 8th century all of Water Chenla came under the control of one of Java’s monarchs.

The second Khmer kingdom was at Angkor. Land Chenla **submitted** peacefully to Angkor’s rule. The states in Thailand and Malaya did the same, during the reign of Khmer king Suryavarman (*soohr-yah-vahr-mahn*) I (1002-50). Suryavarman’s son, Udayadityavarman II (1050-66), fought a war with the Burmese. Suryavarman II (1113-50) conquered Champa and attacked the Vietnamese.

### **Malacca**

The first Muslim State in Southeast Asia with real power was Malacca, founded in 1401 by a **fugitive** Sumatran prince named Parameswara (*pah-rah-mes-wah-rah*). Malacca had a superb location for commerce, right at the narrowest point of the Malacca Straits. Later, the kingdoms of Siam and Majapahit (*mah-jah-pah-hit*) both controlled the Malay peninsula at different times.

#### **Group work**

**Skills:** Reading  
comprehension

1. Who were the first people in South East Asia?
2. Who were the first group of migrants from China into Southeast Asia?
3. Why did the Mon kingdoms Dvaravati and Haripunjaya had to rely on agriculture?
4. What is the importance of the Isthmus of Kra?
5. What was the importance of the Irrawaddy for the Pyus?
6. Who destroyed the Pyu capital?
7. In what century did king Anawrahta rule?
8. Which Chinese emperor conquered Vietnam in 111 BC.?
9. While Nam Viet was under Chinese rule, there was another kingdom on the territory of modern Vietnam. What was its name?
10. Where was the first Thai kingdom located?
11. Champa was mostly influenced by \_\_\_\_\_ while Vietnam was mostly influenced by \_\_\_\_\_. Why?
12. When did the Thais come to Thailand?
13. Who was the first ruler of unified Lao?
14. What was an advantage of the position of the kingdom of Srivijaya?
15. What was the name of the first Khmer kingdom?
16. What were some of the disadvantages of Malacca?
17. Why did the Mon and Malay civilisations spread from the coast to the interior and not the other way around?



**Group work****Skills:** Making questions

In groups make one more question for each of the states described above. Test your classmates.

**Group work****Skills:** Timeline

Read about one of the peoples of Southeast Asia. Put the information into this timeline:



Look at other groups' timelines. Compare events that have happened in the different countries in Southeast Asia.

**Exercise****Skills:** Main idea

What is the main idea of the texts about the first empires in Southeast Asia?

**A.** Most ethnic groups that control the countries of Southeast Asia today migrated from China. Throughout the last two thousand years they have been busy fighting each other for the control of territories. These groups took turns conquering different territories in Southeast Asia from each other and establishing empires. Most of these empires had trade relations with India and China. At different times, different ethnic groups dominated the region.

**B.** The Thai people were the last major ethnic group to come into Southeast Asia from China. As with the other groups, few details are available. Probably the Thais originally lived in China's Sichuan province. Then they migrated south to Yunnan to escape assimilation into the growing Chinese empire. Nan Zhao's best years were in the 9th century. At that time Nan Zhao successfully attacked Burma and Vietnam.

**C.** Civilisation spread from the coasts to the interiors of Thailand and Malaya. Two Mon states, named Dvaravati and Haripunjaya, were founded around 500 AD in central and northern Thailand. They probably relied on agriculture since they did not have access to the sea. In the Malay peninsula, several small states appeared, stretched across the Isthmus of Kra in different locations. The Malay states prospered by offering traders a short cut that was both quicker and safer than the Straits of Malacca.

**D.** A powerful Burmese king named Anawrahta (1044-1077) came to the throne. He conquered most of the lands that make up present-day Burma. His successors increased the number of monks, the allocation of resources for their support, and the construction of pagodas. All these expenses weakened the government.

**Group work****Skills:** Researching

Choose one of the empires discussed in the text. Use your library or some materials your teacher will give you to find out more about it. Make a presentation for your class.

**Free Writing**

Spend 10-15 minutes writing about early Southeast Asian empires and states. You can write anything you want as long as you don't copy directly from the module. You can write in any language you like.

## 2.7 CHINA AND INDIA

### KEY WORDS

**alongside** (*adv.*) – side by side, near  
**ancestor worship** (*n*) – when people believe that their ancestors were gods and it is important to keep them happy by worshipping them  
**cattle** (*n*) – cows or buffalo raised by people for food  
**chieftain** (*n*) – leader of a small group or tribe  
**chariot** (*n*) – two-wheeled horse-drawn carriage used in ancient times in battles  
**cotton** (*n*) – a plant used for making cloth  
**conquer** (*v*) – attack and take control  
**degrading** (*adj*) – humiliating, making you feel very low, ashamed  
**despot** (*n*) – cruel dictator  
**dynasty** (*n*) – a line of hereditary rulers  
**excavation** (*n*) – digging up the remains of ancient settlements (for archaeology)  
**erosion** (*n*) – when soil is destroyed gradually by rain and wind, usually because of deforestation  
**grasslands** (*n*) – a large flat area of land with lots of grasses but almost no trees  
**inflexible** (*adj*) – opposite of flexible, cannot change  
**intermarry** (*v*) – when people from one group marry people from another group  
**majority** (*n*) – most people or more than half the people in any group or country  
**migrate** (*v*) – move to live in another area  
**millet** (*n*) – a type of grain  
**outcast** (*n*) – a person who has been driven out of a group or rejected by society  
**pasture** (*n*) – place where animals can eat grass  
**plaster** (*n*) – a mixture of lime (calcium oxide), sand and water  
**potter's wheel** (*n*) – a mechanical tool with a round top used for making pottery  
**product** (*n*) – something made by someone or something, something you can sell  
**prosper** (*v*) – to become successful and wealthy  
**remains** (*n*) – what is left after something or somebody has been destroyed or died  
**severe** (*adj*) – very strong and bad  
**subcontinent** (*n*) – a large landmass, smaller than a continent; a part of a continent that sticks out  
**uncover** (*v*) – find out  
**untouchable** (*adj, n*) – someone you can't touch  
**wheat** (*n*) – grain from which bread is usually made

### Preview

You have probably heard many times that China and India had a very strong influence on Southeast Asia.

- A. Why do you think this influence was so strong?
- B. In what ways do you think India influenced Southeast Asia? What about China?
- C. Which countries do you think have been influenced by India most of all? By China?
- D. Think about the present: do India and China still have a strong influence on the region?  
Can you describe this influence?
- E. Have you ever heard about the Harappan (*hah-rah-pahn*) civilisation?

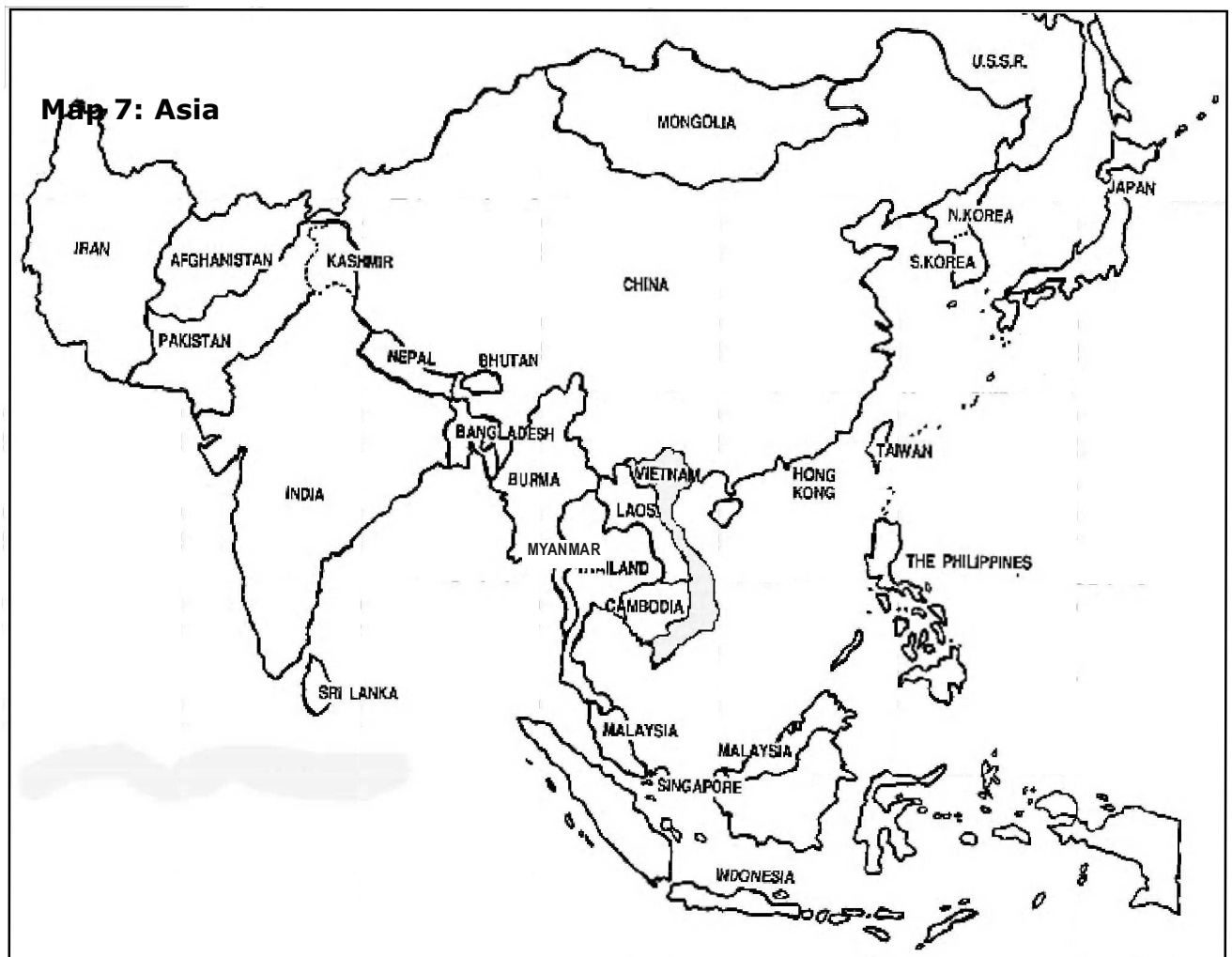
These two countries have had an important role in the development of most Southeast Asian nations and on the whole region. They are not technically part of Southeast Asia but most mainland Southeast Asian countries border them. Many countries in Southeast Asia have been strongly influenced by either China or India in their culture, religion, or economy.

Traders from India began coming to Southeast Asia about AD 1. As well as **products**, they brought three religions to the area – Hinduism, Buddhism and Islam. Buddhism became a **majority** religion in Thailand, Burma, Cambodia and Laos. Islam is a majority religion in Brunei, Malaysia and Indonesia, and there are Hindu communities throughout Southeast Asia, especially on the Indonesian island of Bali.

Chinese influence also spread in Southeast Asia. The Chinese settled and traded throughout the Philippines, Malaysia, Burma, Thailand and Indonesia. These days, you can find Chinese communities in all parts of Southeast Asia. China had the strongest cultural and religious influence on Vietnam.

### Map work

- A. Look at the map of Southeast Asia. Find all the countries mentioned in the paragraph.  
Which Southeast Asian Countries border India and China?
- B. Which routes do you think traders and religious missionaries from India and China took?  
Which countries do you think they went to first?
- C. What other countries do India and China border?



# India

## Brainstorm

What do you know about India?  
What about ancient India?

### *The origins of Indian civilisation*

Agriculture first began on the Indian **subcontinent** about 4,000BC. It gradually led to the development of villages and towns.

About 2500 BC the first invaders, the Dravidians, came into the subcontinent through the mountains in the north. It was easy for them to **conquer** the local towns and villages because they had bronze weapons, while the local **inhabitants** only had stone weapons. The invaders settled in the cities together with the locals. Many of them **intermarried** and adopted the local language. By 2400 BC the first civilisation in India, the Harappan civilisation, was **prospering** in the Indus River valley.



**Map 8: Ancient India**



## Discussion

**Skills:** Cause and effect, advantages and disadvantages

- A.** How do you think agriculture led to the development of towns?  
**B.** Why do you think bronze weapons are better than stone weapons?

### *The way of life*

The largest cities were Harappa and Mohenjo-Daro (*moh-hen-joh-dah-roh*). They were each about one square kilometer in area and about 35,000 people lived in each of them. The cities were well-planned. The houses were built with fire-hardened bricks.

The Harrappans were farmers and traders. The farmers raised chickens and grew **wheat**, which was used for barter as well as for food. They were the first people to grow **cotton**. They traded with other ancient civilisations such as Egypt.

## Discussion

Do you think Harappa and Mohenjo-Daro were big or small cities?  
Do you think 35,000 is a lot of people?  
What do you think a well-planned city is?

## Group work

**Skills:** Decision making, presentation skills

Make a town plan.

What's the population of your town?

What sort of houses will you have in your town?

How will people get water?

What about toilets?

How many clinics and schools do you need?

Where will you get the money for all this?

## Brainstorm

What can cause the decline of a civilisation?

### *The end of the Harrappan civilisation and the Aryans*

By 1500 BC, the Indus Civilisation had declined. Some historians believe that the civilisation was weakened and finally wiped out by **severe** floods. These floods killed many people and forced the rest to leave the Indus plains. The floods were caused by **erosion** because the nearby forests were cut down for fuel. Others believe that wars were the reason. A series of earthquakes might have changed the course of the Indus River.

## Group work

**Skills:** Vocabulary, reading for specific information

Use the information from the text and the words in the box to fill in the blanks:

Asia, cities, 2400 BC, Dravidians, beginning, Mohenjo-Daro, Harrappans, Harrappa, mixed, civilisation declined, Aryans

In the 19<sup>th</sup> century, archaeologists found the remains of ancient (A)\_\_\_\_\_ on the plains of the Indus River. These proved that Indian (B)\_\_\_\_\_ began as early as 2500 BC, much earlier than the date of 500 BC that was once accepted by historians. (C)The \_\_\_\_\_ built the first Indus cities around (D)\_\_\_\_\_. Archaeologists have excavated around 60 cities and towns on the plains, the largest of which are (E)\_\_\_\_\_ and (F)\_\_\_\_\_.

The Indus River Civilisation (G)\_\_\_\_\_ around 1500BC. Around that time the (H)\_\_\_\_\_ came from western and central (I)\_\_\_\_\_. They fought the (J)\_\_\_\_\_ at first. Then they slowly moved into the Ganges Valley. Over the next few centuries the Dravidian and Aryan cultures (K)\_\_\_\_\_. This was the (L)\_\_\_\_\_ of the Indian culture that we know today.

About the same time the Aryan invaders reached the Indus River. They were **migrating** from the **grasslands** of Central Asia, around the area of present-day Iran. They kept sheep, goats and **cattle**, and wandered from place to place in search of **pasture** for their animals.

## Discussion

How were the Aryans different from the Harrappans?  
Whose civilisation was more advanced at that time? Why did the Harappan civilisation decline?



Some Harrappans stayed and lived **alongside** the Aryans (*ahr-y-ans*), adopting their language – Sanskrit. Others moved to the south of the subcontinent. Now, many people still speak Dravidian languages in the south of India.

### Preview

What is social class?  
What do you know about different systems of social class?  
Have you ever heard of the caste system?

### *The Hindu and the caste system*

The Hindu religion developed through many stages over many hundreds of years. During the early period of Hinduism, the Rig Vedic period, the castes were first developed. Originally, there were only two social classes: nobles and commoners. Then the third was added: *Dasas*, or “darks.” These were probably the darker-skinned people they had conquered.

By the end of the Rig Vedic period, social class had settled into four rigid castes called varnas. At the top were the priests, or Brahmins. Below the priests were the warriors or nobles (Kshatriya), the craftspeople and merchants (Vaishya), and the servants (Shudra), who made up the bulk of society. These economic classes were later subdivided into a huge number of economic sub-classes.

Below these castes were the **outcasts** who are **untouchable** to the four castes. These untouchables worked in **degrading** jobs like cleaning, sewage etc.

The first three castes had social and economical rights which the Shudra and the untouchables did not have.

Social class by the end of the Rigvedic period became completely **inflexible**. This was very different to the class system of Southeast Asia which remained very flexible for a long time.

The castes were so inflexible because they were based on the religious beliefs of the Hindus. They believed that the Brahman were made from the mouth of the god Brahma, the Kshatriyas were made from his hands, the Vaishyas came from the thighs and the Shudra from the feet of Brahma.

### Exercise

**Skills:** Restating  
information

Describe the system of caste in your own words

### Discussion

Do you know if the system of caste still exists? If yes, how does it affect people's lives?  
Do you know if a similar system exists anywhere else in the world?

### Debate

**Skills:** Developing  
and expressing  
opinions and  
arguments

Argue for or against the statement below:

*“The system of caste is a useful and convenient way of organising society. It is important that everyone knows where they belong.”*

### Exercise

**Skills:**  
Timeline

Put the information from text into the timeline:



Compare the timeline with the one you made for Southeast Asia.

## China

Chinese civilisation started around 10,000 BC, when a group called the Yangshao (*yahng show*) settled near the Yellow River. Archaeologists have **uncovered** many Yangshao villages in northern China. In one village, they found the remains of farmhouses, built partly underground, with **plaster** floors, and roofs held up with wooden posts.

By 5,000 BC there were many agricultural communities in China. There were villages from the Wei River Valley to the East, parallel with the great Yellow River. The Wei River flows out of the Kunlun Mountains to the forest and the fertile soil region of the North China Plain.

About 3,000 BC, another farming group appeared, the Lungshan (*luhng shan*) people. The Lungshan people harvested silk, and used it to weave fine fabrics. They used the **pottery wheel**. They baked strong bricks in ovens, and used them to build their homes. They grew rice and **millet** and worked together on flood control and **irrigation** projects. They had great engineering skills.



### Exercise

**Skills:** Reading comprehension

How did people find out about the earliest Chinese civilisation?

What are some similarities between the Harrappan and the Lungshan civilisations?

### *The first dynasties*

Where people were producing more food than they needed to survive, warrior kings conquered the areas and became powerful on the North China Plain. The first **dynasty** of kings in the North China Plain belonged to the Xia (*hsia*) family. Historians believe that their rule began around 2,200 BC. This family had **descended** from the Lungshan culture. This culture probably had the first writing system in China. However, there is no real record of this dynasty.

The first dynasty of which there is historical evidence is the Shang dynasty. They began their rule around 1,750 BC. The Shang clan came out of the Wei River Valley. By force, the Shang unified people along the North China Plain and started to build an empire. They left behind some troops to control the local people, dominated the local kings, and collected tax.

Chinese records say that the last Shang ruler was a **despot**. He was overthrown by a **chieftain** of a frontier tribe called Zhou. The Zhou (*zoooh*) shared the language and culture of the Shang. The Zhou rulers conquered and colonised most of the territory of present day China. In this way he spread their culture.

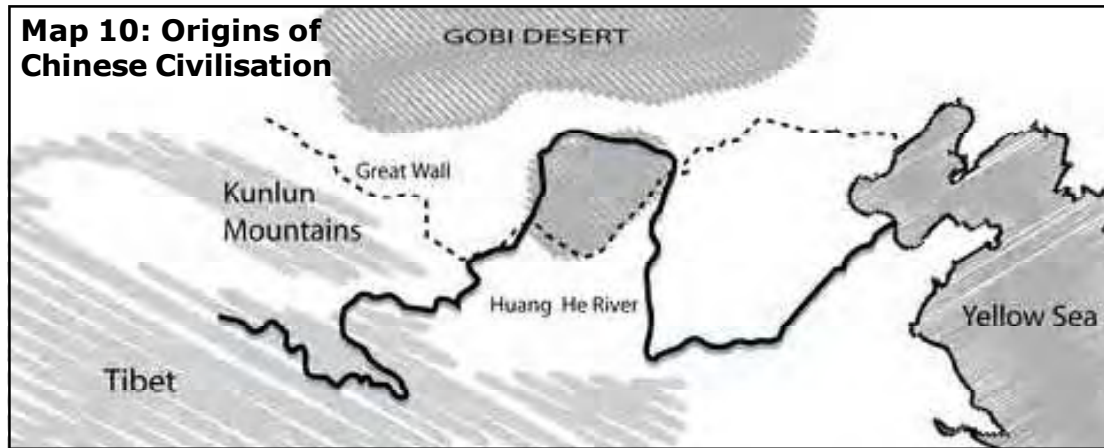
### Exercise

**Skills:** Applying information

Which Chinese dynasties did you find out about in this text? At the same time as the first Chinese dynasty, the Xia, were established, what was happening in India?

### Map work

Find the places of the origins of the Chinese civilisation on the map.



### *The way of life and beliefs*

During the Shang and Zhou times people used jade, bronze, horse-drawn **chariots**. They believed in ancestor worship and had very organised armies. Human sacrifice was common. For example, when a king died many of his soldiers and servants were killed and buried with him. Cities were surrounded by protective walls. Inside these walled cities lived the rulers, priests, and warriors. Merchants and craftsmen lived in mud houses built up against the outside walls of the cities. Farmers lived in nearby villages.

For both the rich and the poor, the family was most important. The oldest male was the head of the family. If one member of a family did something wrong, the entire family was in disgrace. The nobles arranged their marriages to increase the importance of their family or clan or to create a union between two clans or families. The young obeyed their parents. This was an important part of ancestor worship. Even a wealthy noble with many servants might patch his father's robe with his own hands. Children looked forward to the day when they would be parents, and their children would honour them. The role of the woman was to be gentle, calm, respectful, and to obey her husband.

**Ancestor worship** was very important to the early Shang kings and nobles. When a man died, the ancient Chinese believed his spirit lived on in the afterworld. They believed their ancestors had magical powers that could punish them or could help them make wise decisions. To keep their ancestors happy, they brought gifts of food and wine to special places or temples. They held many celebrations to honour their ancestors.

The rich lived in large homes and palaces made of mud and wood. They loved to hunt. Their bronze weapons were decorated with designs. The nobles wore gowns of silk and lived in large, brick homes with tiled roofs. They were buried in expensive tombs.

Most people were farmers. Their life was very hard. Farmers lived in nearby villages. They farmed small plots of land with primitive stone and wood tools. They did not own the land. They worked the land assigned to them by the royals and the nobles. They had to give the nobles part of the food they grew. They were also expected to give gifts to the nobles of wine or silk. They worked without pay on the noble's house, roads, and bridges.

The peasants believed in the gods of nature: the river god, the rain god, the earth god. They believed in many gods, but the most powerful was the sky god, T'ien, the king of gods. To the peasants, T'ien was more brilliant and more powerful than any king.

### Discussion

**Skills:** Compare and contrast

Compare the ancient Indian and Chinese civilisations.

- What differences can you find?
- What similarities?
- Which one do you think was more advanced? Why do you think so?
- Which one would you choose to live in? Why?
- Compare ancient Indian and Chinese beliefs

### Exercise

**Skills:** Information transfer

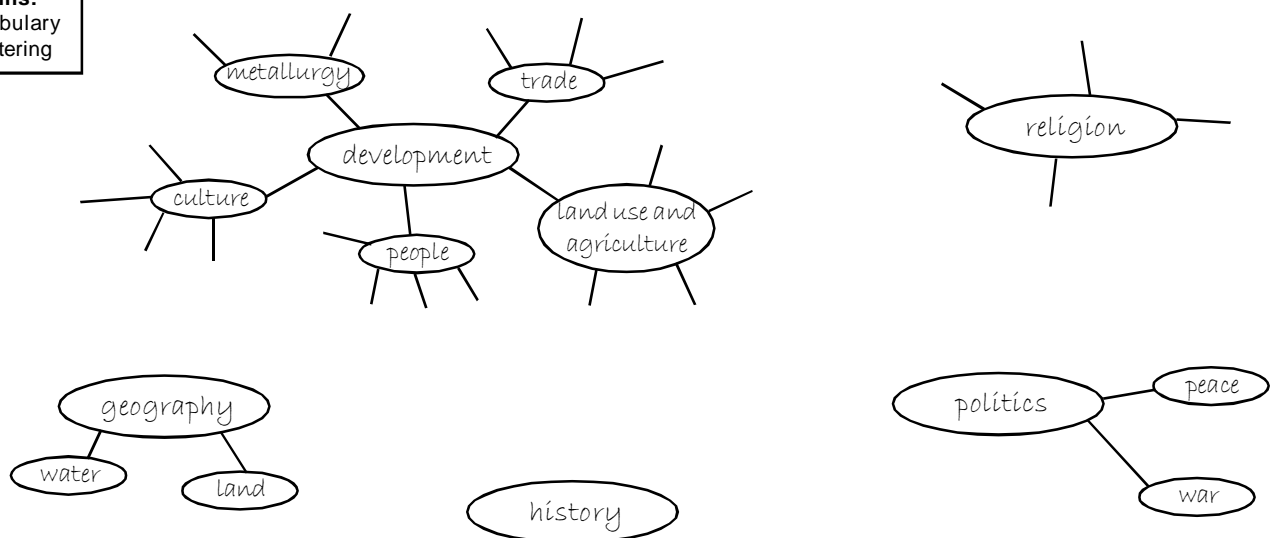
Fill in the information about China, from the text. You may not have information on all these questions.

	Yangshao	Longshan
When did they live?		
Where did they live?		
What did they grow?		
What kinds of houses did they live in?		
What animals did they keep?		

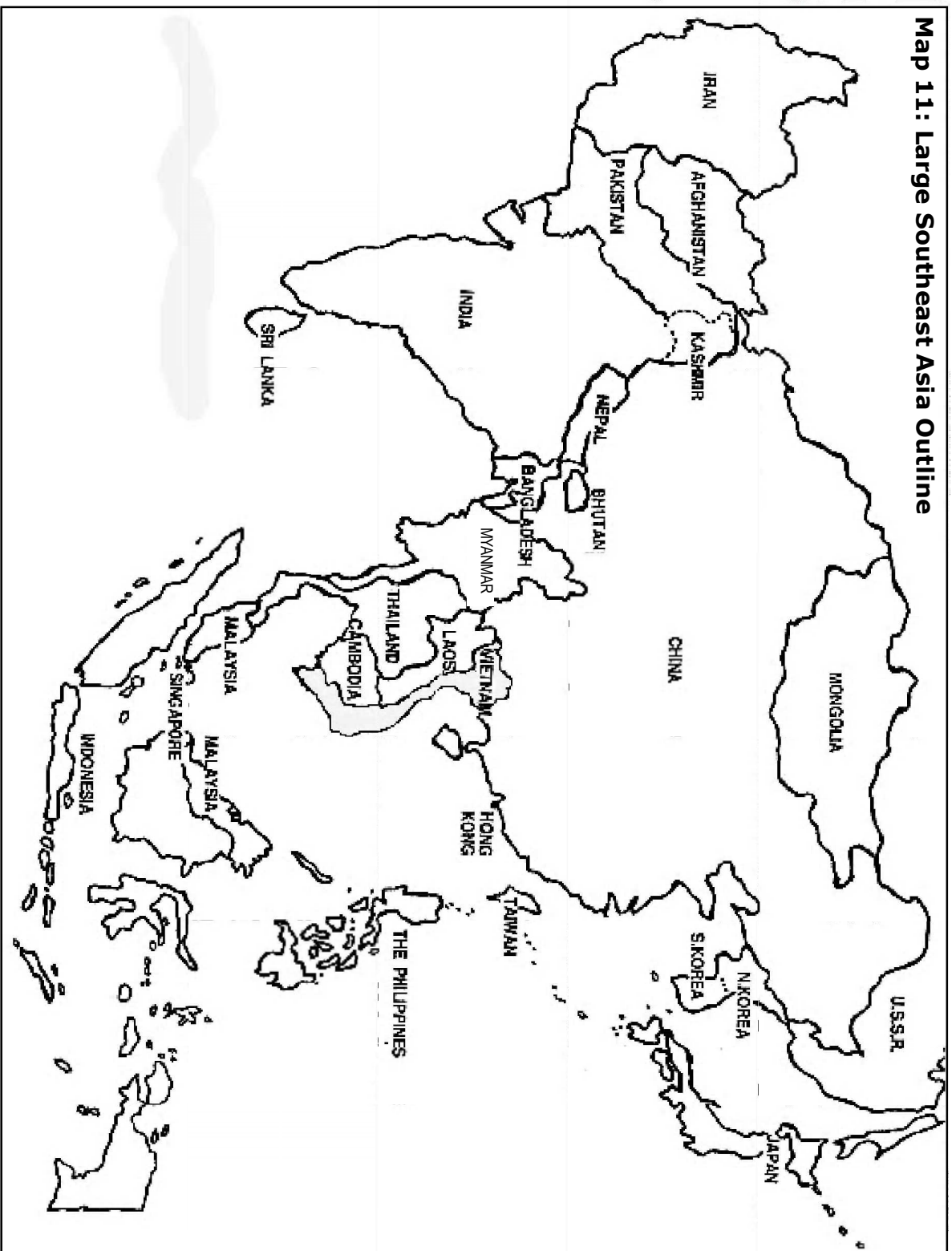
### Review

**Skills:** Vocabulary clustering

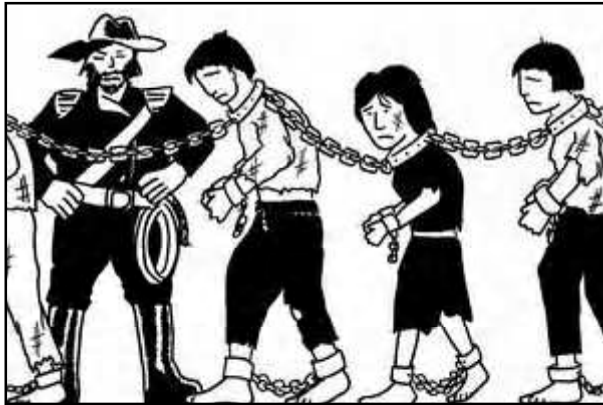
A. Look through all the **key words** in this chapter and put them into this mind map:



B. In groups, review the sections of the chapter your teacher gives you. Prepare 8-10 questions to test your classmates' knowledge. Have a team quiz competition.



### 3. Colonialism and Independence



#### **In this chapter you will study:**

- exploration and trade: how and why Europeans first came to Southeast Asia; why places like The Straits of Malacca were inviting to invaders
- conquest and settlement: European export of raw materials; colonisation and the colonisers
- impact of colonial rule: economic, political, social; industrial revolution in Europe
- growing nationalism: motivations for nationalism; defending your political platform; Vietnam's struggle for independence
- challenges for the new nations; East Timor's struggle for independence

#### **At the end of this chapter you will be able to:**

- describe the events and factors that led to colonialism
- identify the countries that were colonised in Southeast Asia
- describe the impact of colonial rule on Southeast Asian nations
- discuss economic, political, and social processes in relation to colonialism
- discuss factors that influenced nationalism
- identify the ambitions of nationalists of the first half of the 20th century
- know about nationalist struggle in Vietnam and East Timor
- discuss the challenges that the newly independent nations face

## 3. Colonialism and Independence

### 3.1 INTRODUCTION

#### KEY WORDS

**bland** (*adj*) – boring, without taste  
**camphor** (*n*) – strong smelling white substance found in camphor laurel tree, used in medicine  
**cargo** (*n*) – goods carried on a ship or aircraft  
**cinnamon** (*n*) – a sweet spice used in cooking  
**clove** (*n*) – special dried flowers used as a spice  
**haul** (*v*) – to transport something heavy  
**isthmus** (*n*) – a narrow strip of land between bigger pieces of land  
**mace** (*n*) – dry skin from nutmeg, also used as spice  
**nutmeg** (*n*) – a seed from a tree, very fragrant, used as spice  
**Orient** (*n*) – a word some westerners use for Asia  
**pilgrim** (*n*) – a person who travels to a sacred place for religious reasons  
**scholar** (*n*) – a learned person, someone who studies as a career  
**spoil** (*v*) – not good to eat anymore

#### Preview

What do you know about the Straits of Malacca?  
Place it on the map on the previous page.  
The title of this chapter is 'Colonialism and Independence'.  
Do you think talking about the Straits of Malacca is relevant? Why?

#### Brainstorm

**Skills:**  
Advantages and disadvantages

- A. What countries are situated on the Straits of Malacca?  
B. What could be advantages and disadvantages of having a city on the Straits of Malacca?

#### Group work

**Skills:**  
Advantages and disadvantages

What are the advantages and disadvantages of having a city on the Straits of Malacca?  
Work with your group to fill out this chart.

Advantages	Disadvantages

Read the text and add anything else you can think of to the chart above.

#### Discussion

Why do you think Europeans were interested in controlling territories on the Straits of Malacca?  
What does it have to do with its geographical position?

### ***The Straits of Malacca***

The calm waters of the Malacca Straits provided a relatively safe sea route between India and China. Merchants, soldiers, **pilgrims** and **scholars** passed through the Straits, bringing their goods and their culture. The passage through the Straits was not fast but it was certain thanks to the monsoon winds.

### ***Alternative route***

It often took a long time to wait for these seasonal winds. Because of this, ships from western Asia often did not go all the way to China. Their goods were taken across the **Isthmus** of Kra in boats along rivers and on elephants through the jungle. When they arrived at the eastern side of the isthmus, they were loaded on to other ships. The ships coming from China had to do the same in the opposite direction.

Ports first grew up at the northern end of the Straits on the Isthmus of Kra (near modern day Krabi and Phuket) where goods could be **hauled** overland to the China Sea. Later, ports appeared to the south on the coasts of Java and southeast Sumatra as ships from the west started going further through the Straits of Malacca.

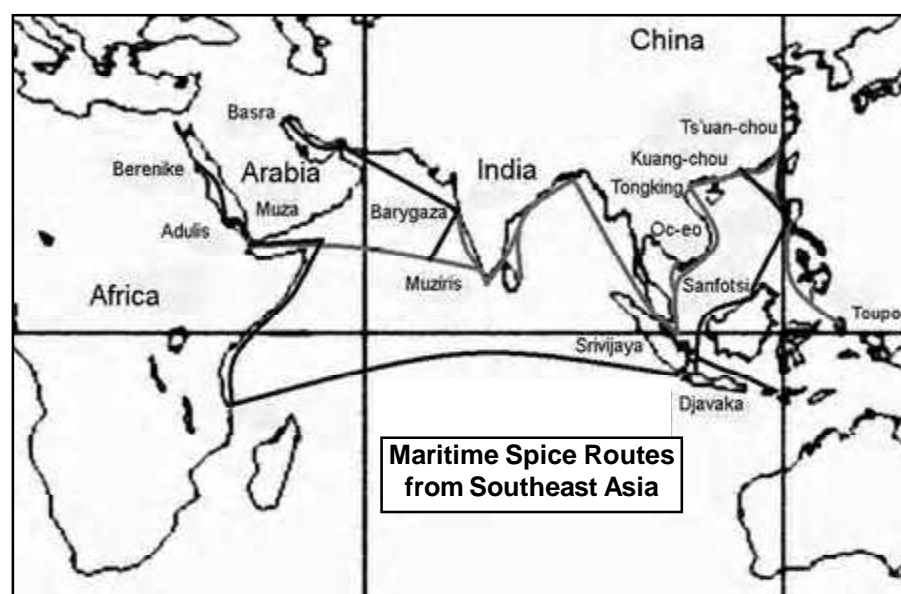
Malacca became Southeast Asia's busiest port, receiving ships from the Middle East, India, China and Indonesia. The Indonesian ships were the most important because they brought spices from the Moluccas Islands, near New Guinea.

### ***The Spice Islands and the spices***

The Moluccas Islands were called the Spice Islands because they are the world's largest source of black pepper, **cinnamon**, ginger, **cloves**, **nutmeg**, **mace** and **camphor**. The demand for spices in the West was very high, because European and Middle Eastern diets at this time were terribly **bland** without them. They also helped make **spoiled** meat taste better. Spices were also widely used as medicines. Merchants considered spices the ideal **cargo**: you could get a lot of money for a small amount and they don't get spoiled.

The spices that were brought west passed through many merchants (Indonesians, Chinese, Indians, Persians, Arabs and finally Italians). Every time the cargo changed hands the price went up. Whoever could get the spices without having to use dealers would make a huge profit. The high price of spices gave the idea to Portugal (in the same way modern nations regard oil) that the nation that controlled pepper could control the world! Portugal wanted to control the Spice Islands so that they could control the price of the spices like pepper and control everyone who wanted to buy them.

**Map 12: Maritime Spice Routes**





### ***The Age of Exploration***

In the early fifteenth century the Portuguese started looking for a way to reach the **Orient** by sailing around Africa. In this way the Age of Exploration started. But in order to get to the Spice Islands, you needed to go through the Straits of Malacca.

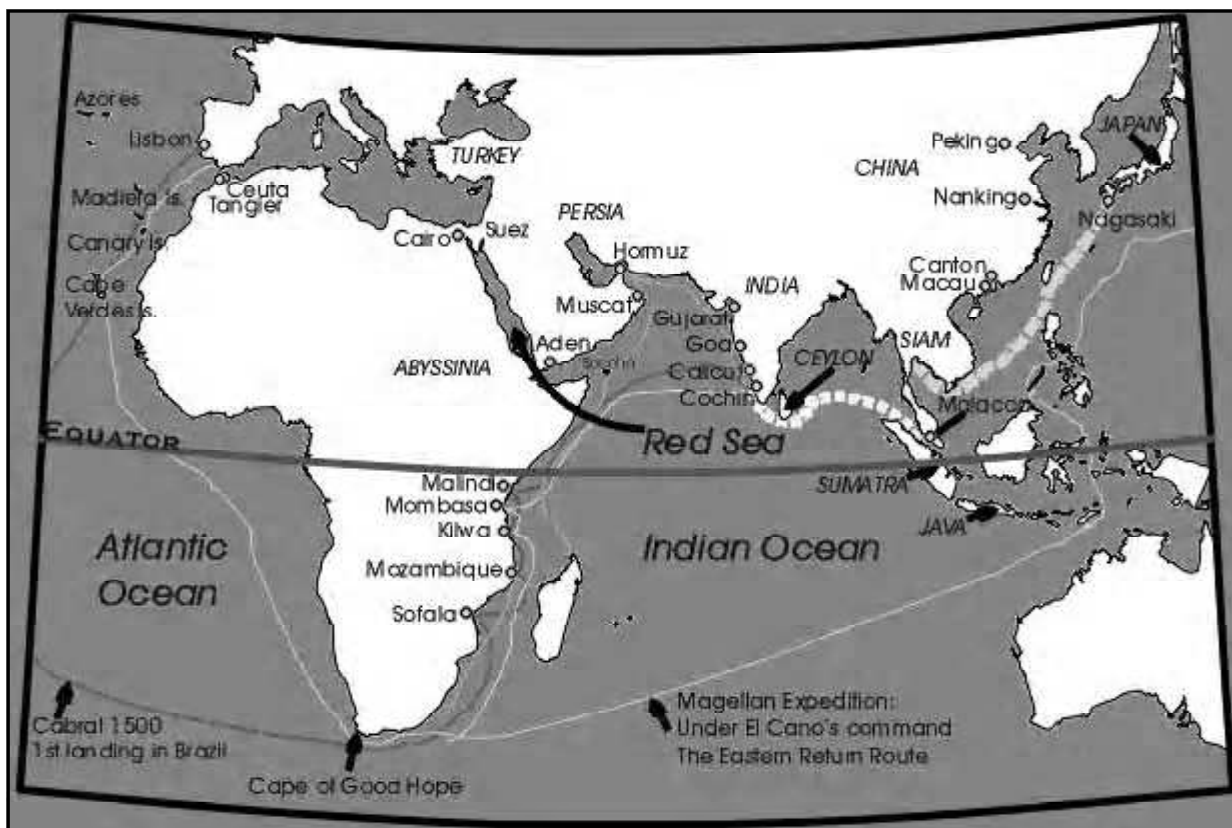
The first famous empire to control the Straits of Malacca was Srivijaya. Its control grew weaker after 11<sup>th</sup> century. From the 15<sup>th</sup> century it was controlled by the Sultanate of Malacca.

Goods from Arabia, Persia, India, China, Portugal and Japan went through the marketplaces of Malacca. Because of Malacca's commercial success, as well as its **strategic** geographical location it was attacked by Portuguese in 1511. In 1641 the Dutch took it over from the Portuguese. In the beginning of the 19<sup>th</sup> century the British defeated the Dutch and established firm control along the Straits. In 1946 Malacca became part of the Malayan Union, which later became Malaysia.



Malacca and Java dominated the trade networks from about the 15<sup>th</sup> century. The Europeans later started participating in this trade. They captured Malacca and tried to dominate the spice trade network. Western imperialism in the Asia Pacific started with the European presence in the spice trade. European companies started by setting up trading outposts in Asia.

### **Map 13: Voyages of Imperialism**



## Exercises

**Skills:** Timelines,  
reading  
comprehension

- A. Make a timeline of the control of the Straits of Malacca.
- B. Describe the commercial importance of the Straits of Malacca
- C. Why did it become such a popular marketplace?
- D. Why did so many nations compete for control of Malacca?
- E. What was the importance of Malacca for the Europeans in the 16<sup>th</sup> century?

## Discussion

**Skills:**  
Imagination,  
applying  
information

- A. What does “relatively safe route” mean? Why ‘relatively’? What dangers do you think the sailors faced in the Straits of Malacca?
- B. What do you know about monsoon winds? How can they help sailing?

## Exercise

Here are four people going on a journey. Read their stories, and complete the chart.

	Where are they going?	Why are they going there?
A		
B		
C		
D		

**a.** *I started my trip in November in order to use the winter monsoon winds to carry my ship south across the South China Sea, around the coast of Vietnam and towards the Malay Peninsula. I come from a family of traders. My ancestors have been travelling across Asia by sea for hundreds of years. My great-great-great-grandfathers used to stop on the way in the port of Oc-eo, and then sail to the Isthmus of Kra. From there, they would have to take their goods across the peninsula by land and load onto ships on the other side. But now, we go to the port of Malacca, in the Straits of Malacca. It's a great port! Thousands of traders from all over the world gather there. I will wait in Malacca for several months until the summer monsoons come and my ship can sail with the wind up the Straits of Malacca and across the Indian Ocean.*

*In India I will sell the silk and the porcelain and buy fine Indian textiles. Then I will head back to Malacca. This way my trip will take longer than a year. However, I will have to wait a few more months for the winter monsoon winds. I will not return to China. It is very dangerous for me to return to China because the emperor has just banned all travel outside of China. And if I come back from my trip, I might be killed for disobeying the emperor's orders.*

**b.** *I am heading to Malacca. I was invited by the rulers of Malacca to teach them about Islam. Malaccan rulers are thinking about converting to our Muslim faith. It will be really beneficial to our faith if such an important city as Malacca joins us. A lot of new mosques will be built there and Islam will prosper. Malaccan rulers also want to encourage traders from the Muslim world to use Malacca port on their travels through Southeast Asia. This will greatly benefit the city. I will start my trip in July and head north-east towards the coast of Burma. Then south, along the coast towards the Straits of Malacca. I am looking forward to my trip, but I am very afraid of pirates. I am going with a trading ship full of expensive Indian goods for sale, such as textiles and pepper, and there are many pirates attacking ships like that, especially in the Straits of Malacca.*

**c.** *My trip will be long! I don't hope to come back to Portugal in less than two years. I am also sure it will be very dangerous, with all those pirates and storms! I am looking forward to all those adventures! It is unfair that Italy is getting all the profit from trade with Asia. Especially trade in all those spices from the islands in the Pacific Ocean. Italians buy the spices from the Arabs who buy them from the Indian traders who trade directly with the locals. Buy the time those loads of cinnamon, nutmeg, pepper, and cloves reach Europe, the price is ten times higher! There must be a way to get directly to the islands where they grow and force the natives to sell them cheaply. Then, our ship, and other Portuguese ships, can bring them back home and sell them in Europe at a huge profit. Then our country can really develop! We can build many new modern ships and travel to all parts of the world*

**d.** *I am headed to the Spice Islands. In order to get there, I need to leave Malacca around July to sail south with the winds. My ship will follow Sumatran coast south into the Java Sea, and then on, south of Borneo east through the Flora Sea and further east into the Banda Sea. Once I reach the Moluccas Islands, I will stop on the island of Ternate, where I have good contact with local spice traders. I will buy a ship-load of cloves – they get very good price back in Malacca. But before I load them on to my ship, I will sell a supply of rice and textiles from India at the local market. The soil on Ternate is not that good for growing rice and many other crops, that's why they have to sell their spices and buy rice and other goods from other parts of Asia. My ship is not that big, the whole crew is only 10 sailors. This is enough, because we don't have to cross the open ocean like when you sail to India for example. But we are very afraid of pirates. We will sail mostly along the coast and avoid most storms, but we also have to be very careful not to get too close to the rocks in case a storm does come.*

### Group work

**Skills:** Roleplay

Choose one of the following roles:

1. Imagine you are a Chinese trader. You are carrying Chinese silks and porcelain for sale in India.
2. You are a Muslim missionary from India. You want to spread your faith east.
3. You are a Portuguese explorer. You want to get to the famous Spice Islands in order to take control of the spice trade in Europe.
4. You are a Malaccan trader heading towards Moluccas.

Describe your trip. Here are some questions to help you organise your story. You don't need to answer all of them - include as much information as you want.

- What goods are you carrying?
- How long will your trip take?
- What time of the year are you likely to travel?
- Where are you heading?
- Trace your route on the map.
- What dangers are you likely to meet on your way?
- What other difficulties might you face?
- How many people are there on your ship?

## 3.2 EXPLORATION AND TRADE

### KEY WORDS

**integrate** (*v*) – grow together, become part of each other, depend on each other  
**manufacture** (*v*) – to produce, make a lot of something  
**peace treaty** (*n*) – agreement not to start fighting between two countries  
**plantation** (*n*) – a very big farm for only one type of crop (cotton, coffee, fruit, etc.)  
**porcelain** (*n*) – very fine and expensive kind of ceramic (pottery) traditionally made in China  
**quantity** (*n*) – number of something, amount  
**route** (*n*) – way to go  
**seafarer** (*n*) – sailor, sea traveller  
**self-sufficient** (*adj*) – independent, only relying on yourself  
**trading post** (*n*) – a place set up by an organisation or country for selling and buying things

### Preview

**Skills:** Imagining,  
making a story

In the previous section you read about the Straits of Malacca. How can you describe the beginning of European imperialism?

Before 1500 European economies were mostly **self-sufficient**. They traded only a little bit with Asia and Africa.

After 1500, European and Asian economies slowly started **integrating**. This happened because new sea routes were discovered by Europeans. European political power and commerce became strong in Asia. It caused the growing trade in profitable commodities. Eventually, this caused the development of the modern world capitalist economy.

### Exercise

**Skills:**  
Rephrasing

- A. What does self-sufficient mean?
- B. How did Asian economies change after the 15<sup>th</sup> century?
- C. Why did this happen?

### Group work

**Skills:** Asking  
and answering  
questions

Read either text A or B below. Ask another group about the other text.

#### A.

In the late 15<sup>th</sup> and 16<sup>th</sup> centuries, European **seafarers** realised that the world is round. Sea trade **routes** opened. Europeans wanted the **manufactured** goods of the East: fine cotton cloth from India, silk and **porcelain** from China. They looked for gold and for the spices. They also looked for tea and coffee that did not grow in Europe.

This trade brought the Europeans wealth. They developed ships and set up **trading posts** on different sea routes. Better guns let them use armed force when anyone opposed them. They colonised areas of land to grow crops.

## B.

By 1700 England, France, Spain, Portugal and Holland all had trading colonies in the Americas and around the shores of Asia. They took slaves from Africa to work on the sugar and cotton **plantations** in the American colonies.

The wealth from this colonial trade helped to develop Europe. The money was used to build the machines and factories that started off the Industrial Revolution. Now people in Europe could make large **quantities** of goods quickly and cheaply. This developed first in Britain and then in other western European countries.

### Questions A

1. What important discovery about the world did Europeans make during the 15th-16th century?
2. List at least three different types of goods that Europeans wanted from the East.
3. Which of these goods are grown and which are made?
4. How did this trade benefit Europeans?
5. Did they use force? What for?

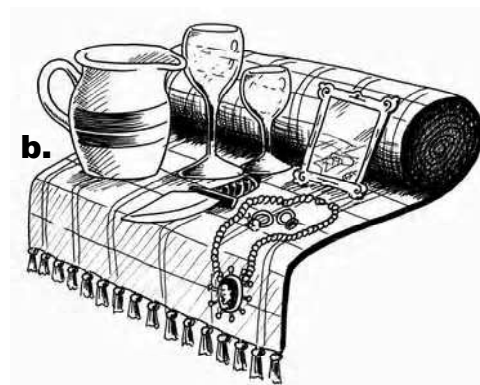
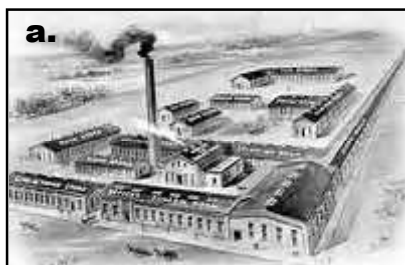
### Questions B

1. Which European countries had colonies in different parts of the world by the 1700s? Can you find them on the map of Europe?
2. Who worked on plantations in the American colonies?
3. What were some ways in which Europe developed as a result of colonial trade?
4. Which country was first to start the Industrial Revolution?

### Group work

**Skills:** Ordering information

Put these pictures in order based on Texts A and B.



### Discussion

**Skills:** Reading comprehension

- A. What kinds of products did the Europeans want from the East in the 15<sup>th</sup> – 16<sup>th</sup> centuries?
- B. What else did they do in Asia at that time?
- C. How did the situation change in the 1700s?

### 3.3 CONQUEST AND SETTLEMENT

#### KEY WORDS

**expansion** (n) – becoming bigger, spreading

**raw materials** (n) – natural resources, before they are made into something

**slogan** (n) – a phrase that is easy to remember, used to attract people's attention

**stage** (n) – step; part of a process

**surrender** (v) – give up

#### Brainstorm

**Skills:**  
Guessing

What do you think 'Conquest and Settlement' means?

What does it refer to?

What do you think the following two paragraphs are about? Can you predict?

#### A.

After this, the second **stage** of European **expansion** began. The factories in Europe needed more **raw materials**, such as minerals, palm oil, rubber, and timber. Businesses wanted to sell their manufactured goods, such as engines, clothes, tools, and weapons. European traders went to every continent in search of new sources of raw materials and new markets for their goods.

#### B.

The European powers fought with each other over different territories in the Americas, Africa and Asia. By 1900 the western European powers had shared out much of the rest of the world between them. Russia had moved into parts of Central Asia. Early in the 20<sup>th</sup> century Japan took colonies in Eastern Asia.

#### Group work

**Skills:** Reading  
comprehension

Answer the questions in groups:

**A.** What raw materials did the Europeans need?

**B.** Where did they get them?

**C.** What goods did the Europeans produce?

**D.** What did they want to do with these goods?

#### Group work

**Skills:** Drawing,  
imagination,  
applying  
information

In your group, draw a set of pictures to demonstrate the exchange of goods and raw materials between Europe and other countries. Look at the pictures from the previous section of this chapter to give you some ideas. Explain your pictures to another group.

#### *New Imperialism*

Before the Industrial Revolution, demand for goods from Asia was the driving force behind European imperialism. India was already controlled by Britain, but most European powers only had trading posts.

Imperialism was about controlling trade routes by sea as well as ports.

When industrialisation started in Europe, this situation changed. Now what Europe needed was raw materials from Asia, rather than manufactured goods. European countries competed for markets in Asia in order to sell their industrial products. This started a new era in global colonial expansion known as "the New Imperialism." There was a change from trade and indirect rule to formal colonial control of vast overseas territories.

**Discussion**

- A. How did the western industrialised nations make sure they had access to the markets in Asia in order to sell their industrial products?
- B. What is the difference between the first and the second stages of colonisation?
- C. What could Southeast Asians have done to avoid colonisation or the New Imperialism?

**Group work**

**Skills:** Ordering  
information

Put these events/developments in order:

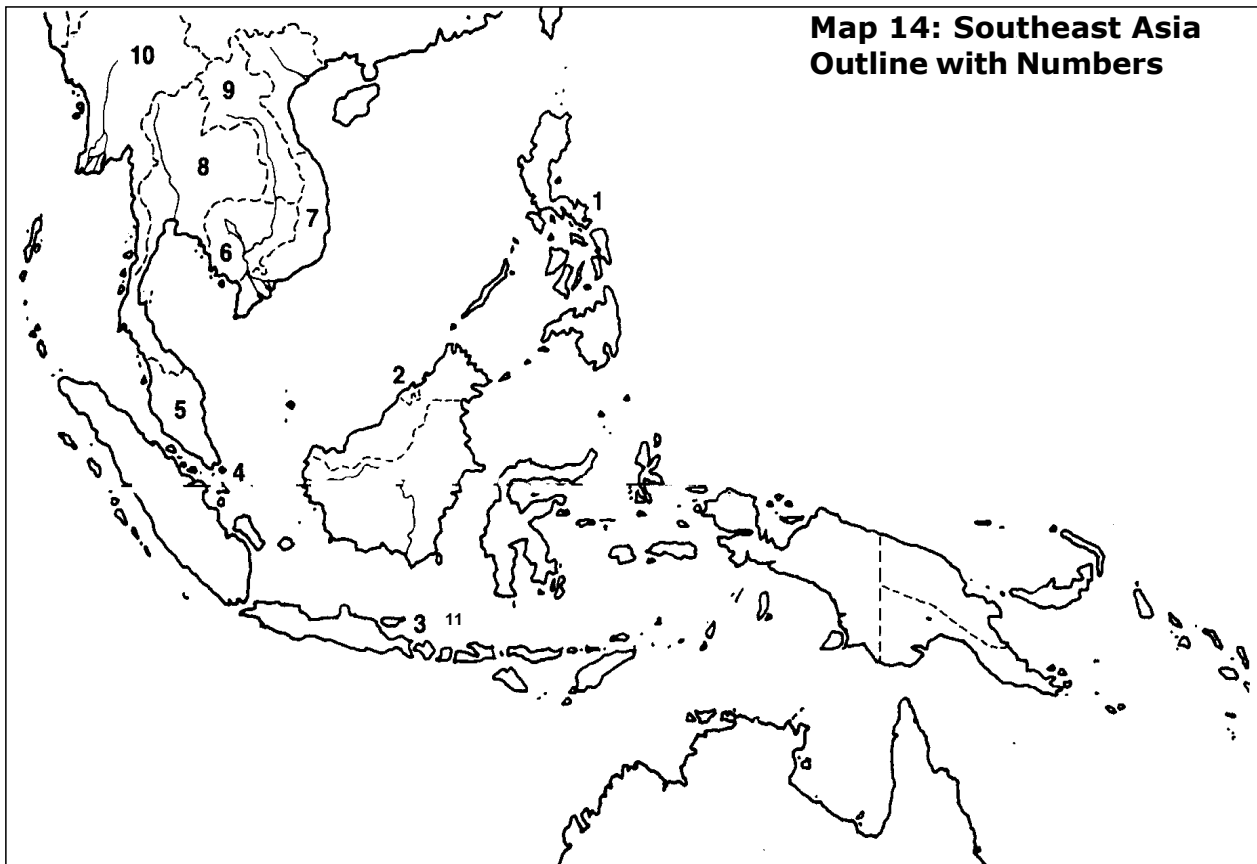
- a. Europeans make big profits on trade with Asia and this helps European economies develop. The Industrial Revolution begins
- b. Europeans discover that the world is round and start looking for direct sea routes to Asia.
- c. Europeans start taking over control of Asian governments in order to sell their goods and take over land for plantations.
- d. Europeans produce a lot of goods in their factories, and they need markets to sell them
- e. Europeans reach some parts of Southeast Asia and set up trading posts to buy manufactured goods to take back to their countries.

**Map work**

Who colonised whom?

Use a pencil on the outline map below to mark your guesses.

Read the text and correct your pencil marks. Put any additional information on the map.



Europeans first came to Southeast Asia in the sixteenth century. They mostly came for trade, while missionaries also joined the ships as they hoped to spread Christianity in the region.

- In 1511, Portugal conquered the Sultanate of Malacca and so became the first European power to establish a strong presence in the profitable Southeast Asia trade route.
- the Netherlands and Spain followed and soon became the main European powers in the region.
- The Dutch took over Malacca from the Portuguese in 1641.
- Spain began to colonise the Philippines (named after Phillip II of Spain) from 1560s.
- Acting through the Dutch East India Company, the Dutch established the city of Batavia (now Jakarta) as a base for trading and expansion into the other parts of Java and the surrounding territory.
- Britain (the British East India Company), came relatively late. Starting with Penang, the British began to expand their Southeast Asian empire. They also temporarily controlled Dutch territories. In 1819, Stamford Raffles established Singapore. It was a very important trading post for Britain in order to compete with the Dutch.

By 1913:

- British occupied Burma, Malaya and the Borneo territories
- The French controlled Indochina
- The Dutch ruled the Netherlands East Indies
- The USA captured the Philippines from Spain
- Portugal still managed to hold onto Portuguese Timor.

Under the New Imperialism, nearly all Southeast Asian territories were conquered by the colonial powers. Only Thailand escaped foreign rule, although it was also greatly affected by the power politics of the western powers.

### *The Japanese*

During World War Two, the military leaders of Japan wanted Southeast Asia's rich natural resources. Within six months, the Japanese took over all of Southeast Asia. At first many people in Southeast Asia welcomed Japanese rule – they believed the Japanese **slogan** 'Asia for the Asians'. They thought the Japanese would be better for Southeast Asian people. But unfortunately the Japanese were as bad as the European colonisers.

When Japan **surrendered** in 1945, the people in Southeast Asia did not want to return to colonialism. Some countries achieved independence with little fighting. Other countries fought many long, hard battles for independence.



### Exercise

- A. Why was Japan interested in Southeast Asian countries?
- B. Why did many Southeast Asians welcome the Japanese at first?
- C. What was an important issue for many Southeast Asian nations after Japan surrendered in 1945?

### Free Writing

**Skills:**  
Processing  
information

Write about the two stages of colonialism you've learned about.

Think about the following questions:

How did colonialism start?

How did the first stage cause the next?

How did Europeans manage to get control of Southeast Asian nations?

## 3.4 IMPACT OF COLONIAL RULE

### KEY WORDS

**artisan** (*n*) – a specialist in a craft

**career** (*n*) – a work or profession that you develop throughout your life

**cash crop** (*n*) – a crop (rice, coffee, pineapples, opium etc.) that people grow to sell for money

**challenge** (*n*) – a difficulty

**contribute** (*v*) – to help, to give something for some cause

**decline** (*v*) – go down, become less or worse

**discourage** (*v*) – to say or do things that will make others work less hard

**drought** (*n*) – dry weather for very long time that destroys the crops

**famine** (*n*) – hunger, when there is no food in a whole area for many people for a long time

**impact** (*n*) – influence, result, effect

**in full swing** – going fully, active

**invasion** (*n*) – when one people or army attacks and takes over other people's country

**nationalist** (*adj.*) – wanting to defend their own people, being proud of their own people

**profitable** (*adj.*) – brings money

**resist** (*v*) – keep away, not give in to something

**structure** (*n*) – order, the way something is organised, the way something works

**widespread** (*adj.*) – common, happens often, can be found everywhere

### Brainstorm

What is colonialism? What do you know about it?

### Discussion

- A. How did colonial rule influence the life of the people in the colonised countries?
- B. What different aspects of life were affected?

### *Economic impact*

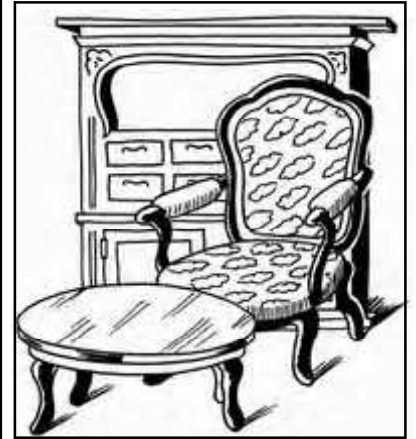
In Southeast Asia colonial rule changed local the economy. In Java, Malaya, and Indochina, Europeans set up plantations to produce **cash crops** for export. Because of this, economies of these areas became dependent on European markets.

Europeans also sold factory-made goods to their colonies. They sold cloth, tools, and other products cheaply. This was bad for local crafts. Local **artisans** could not compete with factory-made goods and were forced out of business. As a result, the economies of Southeast Asia became dependent on the industrialised nations for manufactured goods.

**Group work**

Outline the most important points of the economic impact of colonial rule.

**Skills:** Prioritising

**Brainstorm**

What social impact did colonialism have on the colonised countries? What about political impact?

***Social and political impact***

In many colonies, the European rulers replaced the local government. In some countries, like East Timor, the colonial rulers used the local leaders to govern the place. This meant that the basic **structure** of the local society did not get destroyed. It also meant that during the struggle for independence the people were better prepared to successfully organise their own leadership.

In other places, like in India, the local system of government was replaced by British officials. Indian people were not allowed to become officials and participate in their own government. The century-old local social and political systems were destroyed and people could not practice taking responsibility for their own country.

Foreign rulers built modern transportation systems to make their colonies **profitable**. They also built schools and universities to train local people for **careers** such as administration, teaching, and medicine. Education had results that colonial rulers didn't think about. It created and educated a middle class and **contributed** to the growth of nationalism.

Another important impact of colonialism was borders. Before the Europeans arrived in Southeast Asia and began controlling territories, there were no formal borders between different countries. The country borders were very informal and gradual. The different countries were often divided by rivers or mountain ranges. People could move freely from one area to another, if they wanted. Many minority peoples and hill tribes lived in the mountains between countries. They were not really controlled by the governments of one or another country.

**Group work**

**Skills:** Reading comprehension, using a table

- A. What were the two different styles of colonial government?  
 B. What were the economic impact, the social impact, and the political impact of colonialism? Put your answers in this chart.

Economic impact	Political impact	Social impact

**Exercise**

**Skills:** Summarising

Read the text about the social and political impact of colonialism carefully.  
 Write a one or two sentence summary of each paragraph.

**Group work**

**Skills:** Reading for specific information

The text below talks about the influence of colonial rule on India. Which aspect of life does it talk about: politics, society, economics, religion, or other?

By the mid-1800's, the Industrial Revolution was **in full swing** in Britain. British factory owners saw India as a market for their goods. They **discouraged** local Indian industries. They also pushed for laws to limit British imports of Indian-made goods. As a result, Indian industries **declined**, locally made goods disappeared, and Indians had to buy British-made products instead.

To pay for British imports, Indians had to raise cash crops such as tea, pepper, coffee, and cotton. As Indian farmers grew less food, **famines** became frequent and **widespread**.

These changes helped to destroy the traditional Indian economy and tie India economically to Britain.

**Exercise**

**Skills:** Reading comprehension, outlines

- A. By the mid 1800's, what kinds of goods did India mostly import?  
 B. What goods did India export (sell to other countries) at that time?  
 C. How did this affect the traditional Indian economy?  
 D. Choose the best outline for the text above:

1.

- By the mid-1800s India needed more markets for their manufactured goods.
- Britain was forced to buy these goods.
- This discouraged British industries
- Britain grew more cash-crops and less food for its people.
- As a result, Britain became economically dependent on India.

2.

- Famines became frequent and India became economically dependent on Britain.
- India was forced to buy these goods.
- India grew more cash-crops for export and less food for its people.
- Britain needed a market for their manufactured goods.

3.

- Britain needed a market for its manufactured goods.
- India was forced to buy these goods.
- This discouraged local Indian industries and put them out of business.
- India grew more cash-crops for export and less food for its people.
- As a result, famines became frequent and India became economically dependent on Britain.

4.

- By the mid-1800s, the Industrial Revolution was in full swing in Britain.
- British factory owners saw India as a market for their goods.
- They discouraged local Indian industries.
- They also pushed for laws to limit British imports of Indian-made goods.
- As a result, Indian industries declined, locally made goods disappeared, and Indians had to buy expensive British-made products.

### Case study

Raina comes from a family of weavers. Her mother, grandmother and great-grandmother were all traditional weavers. They all supported their families by making beautiful traditional fabrics. Their family used to have a shop in the market where they sold their fabrics. The family was never rich, but they always had enough for their needs.

Raina learned the art of traditional weaving from her mother. Since the country has been colonised by Britain it has become more and more difficult to make a living with traditional crafts. Ships arrive regularly with cheap fabrics made in Britain. These fabrics are cheap because they are made using machines. It is very easy to make a lot of fabric with the same design. This makes the price very low compared to the hand-made fabrics of excellent quality that women like Raina can make. People choose the factory-made goods from Britain because they are cheaper. Now

Raina cannot make a living using her skills any more. She had to close her shop and go to work as a maid for a rich family in town. She cannot afford to send her children to school any more. A lot of traditional weavers and other craftspeople have lost their business because of the cheap factory-made goods from Britain.

### Discussion

**Skills:** Applying information, decision making

What is this story about?

What impact of colonialism is described here?

What other aspects of life would also be affected (political/social/economic) impact

Is it better to make things by hand or in a factory?

### Group work

**Skills:** Roleplay, making questions, interview skills

In this activity you will act out an interview with a partner.

One of you will be Raina and the other will be a journalist.

The journalist will interview Raina about her life.

### Case study

Pertiwi grew up in a small village not far from the sea. His family had a good plot of land where they grew rice and vegetables for their own food. They sold some of their rice at the market in town. They also caught some fish to eat and to sell. There have been many Dutch trading posts in the country for over a hundred years but now their control of the country started increasing. The Dutch buy a lot of rice, but because they buy rice from other countries as well, they can keep the price very low. This means that local farmers like Pertiwi's family cannot get enough for their rice. The family starts to get poorer.

By the time Pertiwi grew up, the Dutch controlled the government and made everyone pay a lot of tax. Before, whenever there was a bad harvest, the local prince didn't make the farmers pay too much tax. But the Dutch make people pay the same amount whether the harvest is good or bad. They have also introduced a tax on fishing. If people want to catch fish, they have to pay money.

Every year Pertiwi and his family struggle to pay the tax. Life is getting more and more difficult for Pertiwi's family as well as for the other villagers.

Then there were several years of **drought**. Pertiwi could hardly get enough rice for his family to eat and they only managed to sell very little rice very cheaply. But they still had to pay tax. And they could not afford to catch any fish. Finally, they were forced to sell their land. Many other people in their village and in the neighbouring villages had to sell their land too.

A rich family bought all the land and started a rubber plantation to send rubber to Europe. Now Pertiwi and the other villagers had to work as labourers on the plantation.

### Discussion

**Skills:**  
Summarising,  
reading for specific  
information, problem  
solving

- A. How can you summarise this story?
- B. How were the Dutch able to keep the price of rice down?
- C. Why was the local prince better for families like Pertiwi's than the Dutch colonialists?
- D. Why did Pertiwi's family sell their land?
- E. Could there have been any solution to Pertiwi's family's problem?

## 3.5 GROWING NATIONALISM

### KEY WORDS

**affairs** (n) – issues

**decisive** (adj.) – definite, ready to make decision

**diverse** (adj.) – many different kinds of people and cultures

**oppressive** (adj.) – strong, wants to control others

**resist** (v) – keep away, not give in to something

**retreat** (v) – go back

**siege** (n) – when a city is completely surrounded by enemy army for a long time

**timber** (n) – wood, after you cut it but before you make something with it

## Preview

What is nationalism?

What do you think this text is about?

You have 5 minutes to write everything you can think of about nationalism.

## Discussion

Discuss what you wrote.

By the early 1900s, **nationalist** movements were beginning to develop throughout Southeast Asia. Nationalists took pride in the history and traditions of their people. Everywhere, they organised forces to win independence.

During WWII, Japan conquered most of Southeast Asia. At first, some Southeast Asian nationalists welcomed the Japanese. They were glad to see the French, British, and Dutch forced to retreat. The Japanese tried to encourage local support. They stressed the need for cooperation among Asian peoples. In Buddhist countries, they stressed their shared religion.

Japanese troops, however, tortured and killed people who were against them. Nationalists who had opposed the European colonial powers soon switched to fighting the Japanese. The Allies sent arms to local groups that resisted the Japanese. As a result, by 1945, many Southeast Asians were well-armed, experienced guerrilla fighters.

## Discussion

**Skills:** Expressing  
an opinion,  
organising  
information

A. What did the nationalists of the 1900s want?

B. Why do you think the people in the colonies wanted to get independence? List some reasons. How many reasons can you name? Can you organise your reasons into some categories such as social, religious, cultural, political, environmental, etc.?

## Group work

**Skills:** Making  
presentations

Read the following story about the small country of Zembla. Zembla is an imaginary country – it doesn't really exist.

For the past hundred years, Zembla has been a colony of one of the powerful European nations. The colonial rule has never been very **oppressive** – the colony is governed through local leadership systems. Zemblans have control over their internal **affairs** – such as education and religion.

Zembla is rich in **timber** and has traditionally grown enough rice for its own people and also for export. Zembla doesn't have much oil or gas resources.

For centuries, Zemblan artisans have made very fine cotton cloth, the best in the region, and also very special porcelain that is famous around the world. However, lately there have been more and more cheap products from Europe around, so local crafts have been forced out of business. Also, large areas in Zembla are used for banana and coconut **plantations**. The fruit are grown to be sold overseas. Poor people have to work on these plantations to make some money and they can't grow rice for themselves.

Imagine that you and your group are Zembla nationalists. You are starting a Zembla Independence political party. You have to explain your position to the people and make arguments for fighting for independence. Make sure you cover the following points in your presentation:

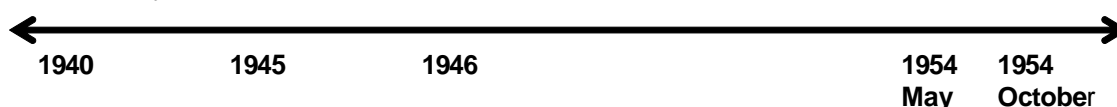
1. *What is your party platform? This means, what is your objective, what are you trying to achieve?*
2. *What are the reasons for trying to get independence? Why does your party believe that Zembla should become independent?*
3. *Organise your arguments into a presentation.*
4. *Explain your position to the people so that they will follow you.*

Now give your presentation in front of the class.

## Preview

**Skills:**  
Timelines,  
scanning

A. Before you read, look at this timeline:



A. What do you know about events in the world during these years?

What about in Southeast Asia? In your country?

What do you know about Vietnam during these years?

Can you put some events on this timeline?

B. Scan the story and list all the countries that were involved in the history of Vietnam between 1940 and 1954. Do you know what role they had?

Read Part One and answer the following questions.

### *Vietnam: Part One*

In 1940, during World War II, the French gave up control of Vietnam to Japan. Ho Chi Minh, the Vietnamese independence leader, saw a chance to free his country. He created the League for the Independence of Vietnam, also called the Vietminh. The Vietminh began fighting the Japanese and successfully **resisted** the **invasion**. On 2 September 1945, Ho Chi Minh gave a speech that announced his nation's freedom.

After WWII, the French wanted to get back their control of Vietnam. In 1946 Ho Chi Minh and the Vietminh began to fight against French forces for their independence. France was supported with money and help by the USA, and also by some Vietnamese. The war continued for years. Finally, in May 1954 a **decisive** event took place at Dien Bien Phu, a village in north-west Vietnam. There, over 10,000 French soldiers **surrendered** after a 55- day **siege**. After this, France decided to leave Vietnam.

**Map 15: Vietnam**



### Exercise

**Skills:** Reading  
for details and  
specific  
information

- A. What organisation did Ho Chi Minh start?
- B. Why did Vietminh start fighting again after WWII?
- C. Why was it particularly difficult for Vietminh to fight the French?
- D. Why did the French finally leave Vietnam?

Read the next two paragraphs and answer more questions

### *Vietnam: Part Two*

Ho Chi Minh thought Vietnam had won its independence. But in October 1954 the USA and other nations decided on a different plan for Vietnam. The Geneva Accords agreement divided the country into two nations, North Vietnam and South Vietnam. Saigon became capital of the South, Hanoi capital of the North. Ho Chi Minh became leader of the Communist-supported North Vietnam. South Vietnam was supported by capitalist nations.

The USA and some other European nations did not want Vietnam to be independent and Communist. After WWII, the capitalist countries tried to stop the spread of Communism. They were afraid that if Vietnam became Communist, other countries in Southeast Asia would also become Communist.



### Exercise

- A. Did Vietnam become independent after 1954?
- B. What was the decision of the Geneva Accords?
- C. What was the difference between North Vietnam and South Vietnam?
- D. Why did the USA not want Vietnam to be Communist?

### Group work

**Skills:** Timelines,  
summarising

- A. Now, complete the timeline you looked at before reading the story.
- B. Describe the obstacles that Vietnam faced in its struggle for Independence.

### Exercise

**Skills:** Matching  
information

Match the date with the event:

1940	<i>Japan takes control of Vietnam from France</i>
1945	<i>Ho Chi Minh proclaims independence for Vietnam</i>
1946	<i>Vietminh begins fighting against the French</i>
May 1954	<i>End of the Dien Bien Phu siege</i>
October 1954	<i>Vietnam is divided into North Vietnam and South Vietnam</i>

### *Vietnam Part 3*

In the early 1960's the US built up a military presence in South Vietnam. At the same time, the Soviet Union supplied the North Vietnamese army. A guerilla war had been going on for years in South Vietnam. In 1964 the US launched its first attack on North Vietnam.

The war soon spread into neighbouring Laos and Cambodia. Millions of civilians were killed in both North and South Vietnam. Thousands of American soldiers were killed too and the US began pulling out its troops.

The Paris Peace Accords on January 27, 1973 formally recognised the sovereignty of both North and South Vietnam. American combat troops were withdrawn by March 29, 1973. Limited fighting continued, but all major fighting ended. Then, in 1975, the North once again invaded and overpowered the South. The country was reunified under the communist rule as the *Socialist Republic of Vietnam*.



## 3.6 CHALLENGES FOR NEW NATIONS

### KEY WORDS

**convene** (v) – assemble, bring together

**grant** (v) – give

**extermination** (n) – destruction, killing

**install** (v) – put in, put in power

**oust** (v) – drive out, send away, take power away from someone

The new nations of Southeast Asia faced many challenges. Under colonial rule, they had little experience of self-government. After independence, leaders had to organise diverse groups into unified nations. Almost all of these new nations faced severe economic problems. Many Southeast Asian nations have not been able to achieve political stability since independence. Most new states in Southeast Asia fought civil wars for years after independence. In some countries the wars still haven't stopped.

### Discussion

- A. What challenges did the new nations in Southeast Asia face?
- B. Can you think of some examples of newly independent nations in Asia that experienced difficulties?
- C. What kinds of difficulties did they experience?

### Preview

The next text gives the background to East Timor's struggle for independence. These paragraphs define the conflict of East Timor. What is the conflict?

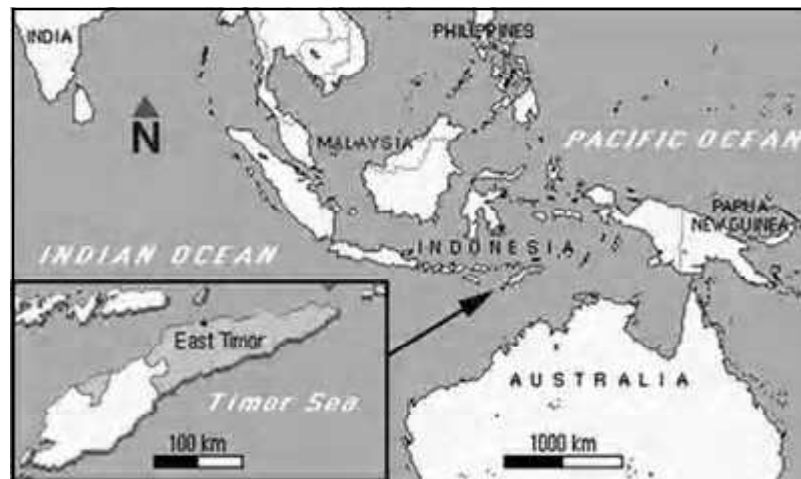
### Group work

**Skills:** Scanning, reading for specific information, using a chart

Scan the text about East Timor and find all the participants in this conflict. In your group, identify the positions of the participants. Put the information your group collected into this chart:

who	what they wanted	motivation

**Map 16:  
East Timor**



### ***The story of East Timor***

1. When the Dutch left Indonesia, the western part of the island of Timor was given to Indonesia. However, East Timor, in the eastern part of the island, was a Portuguese colony.
2. The colonial experience of East Timor was different from the rest of Indonesia. The Portuguese were not very repressive rulers. They did not replace local institutions of power with their own. Instead, they used local laws and rulers as much as possible. As a result, East Timor's traditional social structures were largely left unharmed.
3. By the mid-1970s, colonialism became unpopular in Portugal. The new government of Portugal wanted to get rid of East Timor. They wanted East Timor to be peacefully integrated with Indonesia. They did not want to take responsibility for what happened in East Timor.
4. The East Timorese did not like this decision. Because of their different colonial experiences, the people of East Timor had nothing in common with the rest of Indonesia. The East Timorese were mostly Catholic, while majority of Indonesians were Muslim. In the 1960s Indonesian authorities and the military treated the minorities in west Irian Jaya badly. People in East Timor knew about this. The East Timorese did not want to integrate with Indonesia.
5. The Indonesian government liked the idea of Portugal leaving East Timor. But they did not want East Timor to become an independent country. The government in Jakarta did not want to give the rest of the provinces in east Indonesia an example of independence. Besides, East Timor was relatively rich in resources that Indonesia wanted.

We have identified the background to the conflict in East Timor. In 1975 East Timor began its struggle for independence. Here is how it started:

### ***The beginning of the struggle***

In 1975, 'Operation Komodo' began - a land, sea and air attack of East Timor by Indonesian commandos. Meanwhile, the small but determined political parties in East Timor joined together to oppose Indonesia. The leading party in this fight was named Fretilin.

### **Preview**

Do you know what happened next?

## Laos

Laos was controlled by Siam (Thailand) in the 18<sup>th</sup> and 19<sup>th</sup> centuries. At the end of the 19<sup>th</sup> century, Siam handed it over to France. During World War II the country was occupied by Japan. Laos declared its independence in 1945, but the French re-asserted their control. In 1950 Laos was granted semi-autonomy as an “associated state” within the French Union. The French remained in control until 1954, when Laos gained full independence as a constitutional monarchy.

During the Vietnam War a civil war started in Laos. The North Vietnamese army supported the Pathet Lao insurgency. The North Vietnamese Army invaded and occupied portions of eastern Laos. The United States bombed Laos in order to try to destroy North Vietnamese bases in Laos.

In 1968 the North Vietnamese Army attacked the Royal Lao Army. The war continued for many years. In 1975 the communist Pathet Lao overthrew the royalist government. They were helped by the Soviet Union and the North Vietnamese Army. King Savang Vatthana abdicated.

The Pathet Lao government signed agreements that gave Vietnam the right to send military forces and to appoint advisors to help in overseeing the country. Control by Vietnam was slowly replaced by a relaxation of economic restrictions in the 1980s and admission into ASEAN in 1997.



### Exercise

Which countries have controlled Laos throughout its history?  
How did the Vietnam War affect Laos?

### Discussion

**Skills:** Giving reasons

Was Laos at war with the US?  
Why did the Soviet Union and the North Vietnamese Army support the communist Pathet Lao?

## Cambodia

Cambodia was under French control from 1863 to 1953. It was under Japanese occupation from 1941 to 1945 during World War II. After World War II, Cambodians tried to get independence, but France did not agree straight away. Cambodia was granted independence within the French Union in 1949. But during the French-Indochinese War, King Norodom Sihanouk gained full military control of the country. He tried to protect Cambodia from getting involved in the Vietnam War.

However, North Vietnamese troops had begun using eastern Cambodia as a safe base from which to launch attacks into South Vietnam. This made it difficult for Cambodia to stay out of the war.

An indigenous Communist guerrilla movement known as the Khmer Rouge also began to put pressure on the government in Phnom Penh. On March 18, 1970, while Sihanouk was abroad, anti-Vietnamese riots broke out and Sihanouk was overthrown by General Lon Nol.

The Vietnam peace agreement of 1973 promised that all foreign forces would leave Cambodia, but fighting continued between Hanoi-backed insurgents and US supplied government troops.

In April 1975 the Lon Nol regime was overthrown by Pol Pot, leader of the Khmer Rouge forces. The four years of Khmer Rouge rule led to the state-sponsored extermination of citizens by its own government. Between 1 million and 2 million people were massacred in the “Killing Fields” of Cambodia or died as a result of forced labor. The country’s professional and technical classes were almost completely exterminated.

Pol Pot was ousted by Vietnamese forces on Jan. 8, 1979, and a new pro-Vietnam government led by Heng Samrin was installed. In 1992 Sihanouk was appointed leader of a Supreme National Council that ran the country until elections were held in 1993.



### Exercise

**Skills:** Compare and contrast

How did Cambodia get involved in the Vietnam War?  
 Who did the Cambodian troops have to fight against in 1973?  
 Who supported the Cambodian government troops at that time?  
 How did the rule of Khmer Rouge end?  
 Why did the Vietnamese support insurgents in Cambodia in the 1970's?

### Group work

Compare the recent history of Laos and Cambodia. What are some similarities and differences?

similarities	differences

### Free Writing

Spend up to 15-20 minutes writing about colonialism in Southeast Asia. You can write in any language you like. You can write about what you have learned in this chapter or you can use your own opinion. Don't worry about grammar!

## 4. Religion in Southeast Asia



### **In this chapter you will study:**

- What is religion?
- Animism; what are animist religions?
- 'new' religions: Hinduism, Buddhism, Islam, Christianity

### **At the end of this chapter you will be able to:**

- discuss briefly what religion is
- talk about the difference between Animism and newer religions in Southeast Asia
- describe the background and main beliefs of Hinduism, Buddhism, Islam, and Christianity
- reflect on the different religions in your own life
- interview people about their religion

## 4. Religion in Southeast Asia

### 4.1 ANIMISM

#### KEY WORDS

**animism** (*n*) – a religion where people believe that things in nature, like trees and rivers, have souls and special powers

**coexist** (*v*) – live together, side by side, at the same time

**offering** (*n*) – when you give something to a god or spirit

**tolerant** (*adj.*) – to not mind beliefs, ideas, lifestyles that are different from yours

**version** (*n*) – one way of doing things, a type of something

**worship** (*v*) – pray, show your respect to a god or spirit

#### Brainstorm

**Skills:** Making lists, mind-maps

What is religion? Have you ever thought about it?

What religions do you know? List all you can think of.

Do you know where each of these religions has originated?

What else do you know about each of these religions? Make a mind-map.

As you read more about religion, add as much information as you can to your mind-map.

The indigenous religion in Southeast Asia is **Animism**. People who believe in Animism are called animists. Animists **worship** nature (trees, animals, plants, rivers, mountains, etc.). They believe that things of nature have spirits and can influence and control the life of people. Animist **cults** differ a lot from place to place, from people to people, from tribe to tribe. Even a very small community can have their own **version** of animism. They can worship their own special spirits that live in the jungle, in the field, or in their houses. Many Animist cults have spirits responsible for each area of life.

For example, most Thai people have spirit houses in their yards. They believe that the spirits that guard their house live there and bring good luck to the family. Many Chinese shops have a special spirit house in a special place on the floor. Chinese people believe that a special spirit responsible for business lives there. If they worship it and give it **offerings**, they will have good luck in business.

Many versions of Animism include ancestor worship (worshipping the spirits of dead ancestors). This cult is especially strong with Chinese people.

Animism is very **tolerant** of other religions. It easily **coexists** with Buddhism, Hinduism, and even Christianity.

When new religions began entering Southeast Asia, old animist cults were integrated into them, or just coexisted alongside them. People began following new religions, but they still held many of their old traditional beliefs and kept their old tales and legends.

#### Discussion

**Skills:** Compare and contrast

What representations of animist culture can you see around you in your community?

Why do you think animist traditions tend to last even after people adopt other religions?

## 4.2 NEW RELIGIONS

### KEY WORDS

**accompany** (v) – go together  
**authority** (n) – person or people in charge, responsible  
**enlightened** (adj.) – free from false beliefs, understanding the true way of the world  
**excerpt** (n) – a small part from a book  
**highland** (n) – up in the mountains  
**lowland** (n) – down on sea level, flat lands  
**luxurious** (adj.) – very comfortable and expensive  
**offend** (v.) – make someone feel bad, hurt someone's feelings  
**redeem** (v.) – save, pay for  
**reincarnation** (n) – to be born again in a new body  
**ritual** (adj.) – always done in the same way, as a ceremony, especially religious  
**sacred** (adj.) – very important for a particular religion, divine  
**sheltered** (adj.) – protected  
**sultanate** (n) – a kingdom ruled by a sultan

### Preview

What do you think 'New Religions' are? Why are they called this?

In the beginning of the Common Era (after 1AD) new religions began arriving in Southeast Asia. At first these were Hinduism and Buddhism. Later came Islam, and finally Christianity.

These days most people in Southeast Asia are Muslims, Hindus, Buddhists and Christians, but animism has a strong influence.

### Discussion

Why do you think peoples of Southeast Asia began converting to new religions?

### Discussion

**Skills:** Applying information

In this book **excerpt**, a Christian Padaung man talks about his experience. What examples of this does he give that show that the Padaung traditional beliefs are still important in his community?

"I was between two worlds – the beginnings of my ... Christian education by the priests, and the mythical history of the Padaung. ... we never bothered ... to wonder whether our ancient traditions of the Padaung and the teachings of the Church exactly matched.

My grandmother had her own way of reconciling the two faiths. She would kill a chicken ...offering its blood ... to the spirits of the farm after each Mass of thanksgiving. The priest told her that it was unnecessary to do that because the Mass had already pleased the highest God. But grandma had her own reasons: 'The gods are like government officials. If you want things done quickly, you have to bribe the small ones.'

I was told that our Christian God dwelt in the tabernacle above the high altar of the church. At the same time I shared my grandmother's sense that there were also smaller gods."

**Discussion**

**Skills:** Expressing an opinion, making examples

What do you think of this excerpt? Why do people in this family mix religions in this way? Can you think of similar examples in your life?

**Group work**

**Skills:** Chart work, reading comprehension

In groups, read one of the four texts below. Put the information from your text in this chart:

Religion	When did it originate?	Where did it originate?	What are the main beliefs?	Where do most of the followers live now?
Animism				
Hinduism				
Buddhism				
Islam				
Christianity				

***Hinduism*****Origins of Hinduism**

Hinduism was the first major religion in India. It is at least 3,000 years old. It originated from Aryan traditional beliefs and legends that they brought to India. Hinduism developed over many centuries from a mixing of beliefs of the Dravidians and the Aryans. Hindus worship many different gods and believe in **reincarnation**.

**Hinduism in Southeast Asia**

Hinduism was the first religion to come to Southeast Asia from outside. It was brought by Indian traders in the 1<sup>st</sup> century AD. The religion was adopted by many rulers of Southeast Asia. Some of the most important Hindu monuments are the Angkor Wat in Cambodia and the Prambanan temple in Java. The only places in Southeast Asia where Hinduism survives today are the Indonesian island of Bali, and among minority communities of Hindu descent.



## ***Buddhism***

### **Origins of Buddhism and Buddha's Life**

Buddhism began over 2,000 years ago in India and developed from the teachings of a prince called Gautama Siddhartha. He left his palace and traveled for many years. He wanted to find an answer to the question, 'Why is human life full of sorrow and pain?' After many years of searching, he realised the answer to this question. Gautama became the Buddha, which means 'the **Enlightened One**'.

He taught that all people are born equal and that everyone can **attain** enlightenment. After the Buddha's death, some of his followers raised him to the level of a god and Buddhism became a religion.

### **Spread of Buddhism in Southeast Asia**

Buddhism appeared in Southeast Asia around AD 300. It was brought by Indian and Chinese traders as well as the Buddhist missionaries who traveled with them. Through them, Buddhism spread throughout Southeast Asia: Khmer Empire, Laos, Siam (Thailand), Burma, Vietnam, the Malay Peninsula and Indonesia.

## ***Islam***

People who believe in Islam are called Muslims. They believe that God **revealed** the religion to the Prophet Muhammad. Muhammad was born in Mecca in Arabia in AD 570. In Arabic, Allah means 'the one true God'. The messages that Muhammad received from Allah were written down and became the holy book of the Muslims, the Qur'an. The Qur'an states how Allah wants Muslims to live.

Historians believe that Islam came to Southeast Asia around the 11<sup>th</sup> century AD. Islam was brought to the region by Muslim traders from Arabia, Persia and India. From the Malay Peninsula, Islam spread to Siam, Sumatra and Indonesia. Many Muslim kingdoms, called **sultanates**, emerged in these places. One of the famous sultanates was the sultanate of Malacca.

## ***Christianity***

Christianity originated in the Middle East about 2000 years ago. Christianity developed from Judaism through the teachings of Jesus Christ. Jesus Christ taught people to love each other and to forgive. Christians believe that Jesus is the Son of God who was sent to earth to save the world.

Christians believe that Jesus died to redeem the world. They also believe that he rose from the dead afterwards. Christians get baptised to form a worshipping community. Christians believe that Jesus is present among them to work for peace on earth. The second coming of Christ represents the belief that the world will be finally **redeemed**.

In the next few hundred years Christianity spread to Europe and parts of Asia. During the 1500's, Christian missionaries accompanied European traders to Southeast Asia. When Spain conquered the Philippines, the missionaries set out to convert the people to the Roman Catholic faith. Most Philipinos today follow the Catholic faith. Most East Timorese were converted to Catholicism by the Portuguese missionaries.

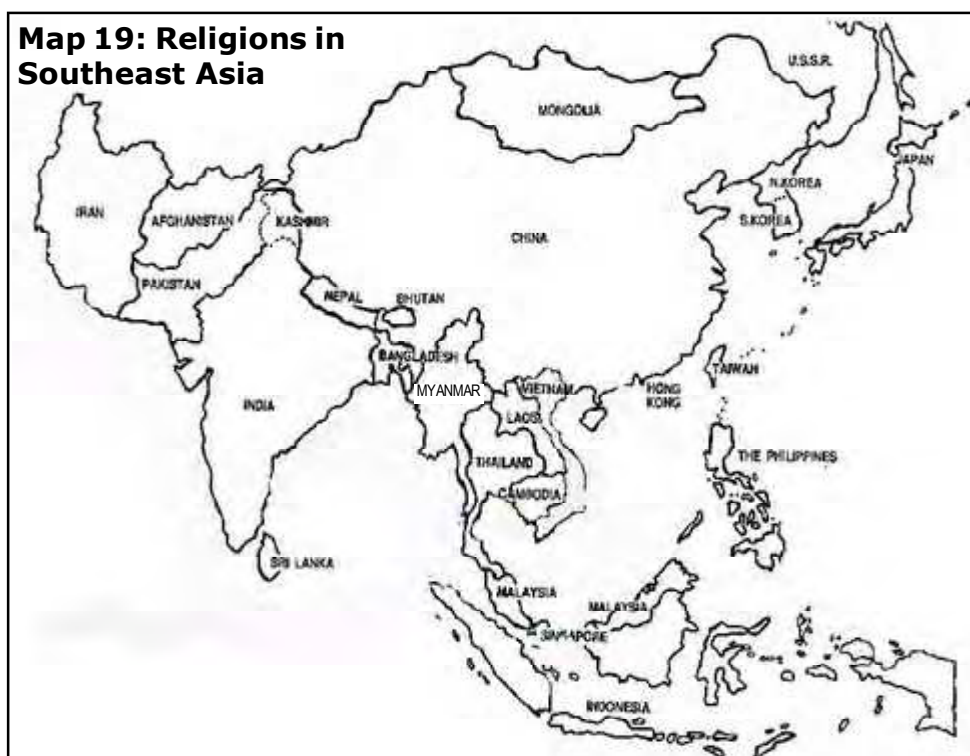
Italian Catholic missionaries came to Burma around 1720. About two hundred years later, Protestants missionaries arrived in Southeast Asia, mostly in the countries colonised by Britain. In the 20<sup>th</sup> century American Christian missionaries arrived.

Today, there are minority Christian communities throughout Southeast Asia. They follow a range of different Christian **denominations**, such as Roman Catholic, Baptist, Methodist, Seventh Day Adventist, and more.

**Map work**

Look at the map of Asia.

Trace the ways that the new religions came to Southeast Asia.

**Group work**

**Skills:** Compare and contrast

- A. Compare Hinduism, Buddhism, Christianity, and Islam. What are the differences and similarities?
- B. What are the differences between these new religions and the indigenous Animist cults of Southeast Asia?

similarities	differences

Have a debate about religion. Here are some topics for you to choose from:

**Debate**

**Skills:** Expressing an opinion, developing an argument

- a. *It is important to learn about other religions, even though you don't believe in them.*
- b. *It is important to respect other religions.*
- c. *It is important that people feel free to criticise religions, even if it offends other people.*

Once a role is assigned to your group, prepare your arguments for or against.

**Group work**

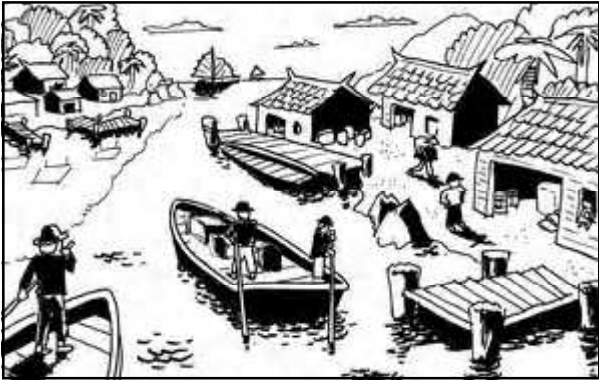
**Skills:** Research skills, interviewing, presenting

Prepare presentations about different religions and present it in front of the class. Your group will make a presentation about one religion.

To prepare your presentation you will have to do some research. If you are making presentation about your own religion, you will have to talk to people in your community, some old people, your family, and your friends to collect information.

If you are making a presentation about a different religion, you can find people who follow this religion in your community, or not far from it. Go and interview them. If your presentation is about a religion that nobody around you follows, you might have to do some reading – ask your teacher.

## 5. Geography of Southeast Asia



### **In this chapter you will study:**

- what and where: mainland Southeast Asia, island Southeast Asia, locating places on the map, climates of southeast asia, natural resources and diverse peoples
- land and land use: sedentary rice cultivation, slash and burn agriculture; cash cropping

### **At the end of this chapter you will be able to:**

- identify the countries, cities, and bodies of water on the map of Southeast Asia
- identify the geographical factors affecting life and development in mainland and island Southeast Asia
- briefly discuss the climate of Southeast Asia.
- briefly discuss the importance of natural resources,
- discuss how geography of Southeast Asia affects cultural and ethnic diversity
- identify the differences between wet rice and slash and burn cultivation

## 5. Geography of Southeast Asia

### 5.1 WHAT AND WHERE

#### KEY WORDS

**aluminum** (*n*) – a light, grey metal  
**ash** (*n*) – black substance left over after something burns  
**erupt** (*v*) – when a volcano throws up fire and substances from deep in the earth  
**humid** (*adj.*) – when the air contains lots of water  
**logger** (*n*) – someone who cuts down trees for money  
**mineral** (*n*) – useful substances that occur in the earth  
**monsoon** (*n*) – a wind in Southeast Asia that blows from the Southwest in summer and from the Northwest in winter  
**nickel** (*n*) – a metal often used together with other metals like steel  
**reverse** (*adj.*) – go back in the opposite direction  
**ridge** (*n*) – a line or way along the top of the mountain  
**situate** (*v*) – to place somewhere  
**supply** (*v*) – to provide  
**tin** (*n*) – soft white metal  
**volcano** (*n*) – a mountain with a hole at the top through which sometimes fire and melted rocks and gasses escape with great force

#### *Mainland Southeast Asia*

Mainland Southeast Asia is a peninsula between the South China Sea and the Indian Ocean. There are six independent nations in mainland Southeast Asia: Myanmar, Thailand, Vietnam, Laos, Cambodia and Malaysia

Mountains cover much of mainland Southeast Asia. Among these mountains are highland plateaus that stretch from the Himalayas across Southern China. These mountains and plateaus separate Southeast Asia from other parts of Asia.

The mountain **ridges** run north to south. In between there are valleys. Four huge rivers – the Ayeyarwady, Salween, Chao Phraya and Mekong – flow south through the valleys.

The rivers take soil from the mountains, and bring it through the valleys. As a result, the river valleys are fertile farmland. People have lived in these valleys, and cultivated the land, for thousands of years.

#### Exercise

**Skills:** Reading  
for specific  
information

- A.** What major geographical features of mainland Southeast Asia are mentioned?  
**B.** What regions that neighbour Southeast Asia are mentioned?

#### Exercise

**Skills:** Map  
skills, drawing

Draw a picture or a map of mainland Southeast Asia. Don't look at the map in your book! Place the borders of the six countries and the four rivers on your picture. Now exchange pictures with your partner and compare. Did you get a similar picture or a different one? Check the map!

**Discussion****Skills:** Classifying information

How does the geography of mainland Southeast Asia affect the life of its people?

*Mountains:*

*Rivers:*

*Oceans:*

### ***Island Southeast Asia***

Island Southeast Asia is many islands, over thousands of kilometres of ocean. There are five independent nations in island Southeast Asia: Singapore, Brunei, The Philippines, Indonesia and East Timor. Part of Malaysia is on the island of Borneo.

These nations are of very different sizes – Brunei is a tiny nation on the island of Borneo. Singapore is a small island off the Malay Peninsula. East Timor is on the island of Timor, to the west of Indonesia. Indonesia and The Philippines are made up of many islands. Indonesia has more than 13,500 islands, and The Philippines has over 7000.

Island Southeast Asia is located on the ‘Ring of Fire’, a line of **volcanoes** around the Pacific Ocean. When volcanoes **erupt**, volcanic **ash** spreads over nearby land. Volcanic ash is rich in **minerals**, so the soil becomes fertile. Because of this fertile land, many people farm near the active volcanoes.

However, this can be dangerous. Mount Pinatubo, on the island of Luzon in The Philippines, erupted in 1971. Hundreds of people died, and many more lost their homes.

**Exercise****Skills:** Reading comprehension, analyzing

- A.** Why is the line of volcanoes around the Pacific Ocean called the ‘Ring of Fire’?  
**B.** Volcanoes are dangerous. Why do people choose to live near them?

**Discussion****Skills:** Expressing an opinion

How do you think the geography of island Southeast Asia affects the life of the people?

**Preview****Skills:** Free writing

You have 5 minutes to write down everything you know about the climate of Southeast Asia. You can write in any language you like. If you are writing in English, don’t worry about sentences or grammar. Just put your ideas on paper.

### ***Climates of Southeast Asia***

Most of Southeast Asia is in the tropics. The climate of the area is hot and **humid** for most of the year. **Monsoons** affect the climate – from June to October, wet monsoon winds from the Southern Seas bring heavy rains to the mainland. Later, the winds **reverse**, bringing drier weather.

Monsoon have always affected life in Southeast Asia. Traders planned their journeys to use the monsoon winds. Farmers depend on the wet monsoon to water their crops.

Southeast Asia also gets typhoons – strong, windy storms. The high winds often kill many people and cause great damage, especially on the islands.

## Discussion

**Skills:** Checking

Compare the following text with what you have written. Does it agree?  
What can you add to the text?

## Preview

What are natural resources?  
What types of natural resources can you name?

### *Natural resources*

Southeast Asia is rich in natural resources. It **supplies** about half the world's **tin**, and other metals – **aluminum** and **nickel**. Indonesia and Brunei have a lot of oil and gas.

Farming is important to the economies of Southeast Asian countries. The most important crop is rice. About a third of the world's rice comes from mainland Southeast Asia. Other cash crops include coffee, tea, coconuts, spices and rubber.

Parts of mainland and island Southeast Asia have dense tropical rainforests. These forests have teak, and other valuable trees – teak is very valuable because of its hard.

In many areas, **loggers** are cutting down the forests very fast, and the trees do not have enough time to grow back.

## Discussion

**Skills:** Expressing  
opinions, applying  
information

- A. Why are natural resources important?
- B. The first paragraph mentions **tin**, **aluminum**, and **nickel**. What are they? What can they be used for?
- C. What are *oil* and *gas* used for? Which countries use the most of these resources?
- D. Why is it good for a country to have a lot of natural resources?
- E. Sometimes it can also be bad. How can it be bad?
- F. How do natural resources affect politics?
- G. What natural resources is Myanmar rich in?
- H. Who do they benefit? Why?

## Group work

**Skills:** Matching,  
analysing

Match the questions in the brainstorm with the answers in the boxes:

1. At the moment, mostly businesspeople benefit from natural resources in Myanmar. Some international oil companies benefit from oil from the Andaman Sea. Businesses in neighbouring countries benefit from logging, fishing, trade in animals and minerals. Some smaller businesses in Myanmar are also able to benefit from trade in minerals.

People in the jungle often live in harmony with their natural environment and are able to benefit from it. Often, when large-scale projects involving natural resources go ahead, whole communities are displaced. They can no longer benefit from the those resources.

2. If a country has a lot of natural resources it can raise a lot of money from export. However, it is important to use a country's resources wisely – not to overuse them. For example, it is important to only cut down as much forest as is allowed to grow back, otherwise the forests might disappear. If an ethnic group has a lot of natural resources on their land, they have a better chance of surviving as an independent country. It is more difficult for small countries that are not rich in natural resources. They struggle to survive independently and build up their resources.

3. Sometimes, when a country is rich in natural resources, it can also bring problems. Other countries might want to colonise it and abuse the resources without any benefit for the people in the country. Many people believe that the cause of America attacking Iraq is Iraq's rich oil resources. Of course oil is not the only cause of the problems Iraq is facing now, but it is one of the factors. People from Myanmar face a lot of problems that are related to natural resources. A country's natural resources can affect its relationships with other countries. Foreign businesses might want to exploit a country's resources. This will affect people's lives.

4. Oil and gas are used as fuel for engines: cars, airplanes, motorcycles, ships, etc. Some oil and gas is also used in people's homes, for heating and cooking. A lot of these resources are also used in industry and for the military. Western countries use most of the oil and gas in the world, particularly the USA.

5. Tin, aluminum, and nickel are metals. These are very light and soft metals so they are very easy to mould. They are used in making things that have to be light, like some parts of cars and airplanes. These metals are also used a lot for household things. Aluminum is particularly strong and light. It is often used in parts of buildings. Nickel is often used mixed with other metals to protect them from corrosion or rusting.

6. Natural resources can be used to develop a country. Some examples are: for building, for agriculture, and everyday things, like food (fish from rivers and sea) and medicine (medicine plants). Natural resources can be used for export – to raise money to buy things that the country doesn't have. Natural resources help develop a country's economy.

7. Natural resources can affect the foreign policy of a country: developing relationships with other countries that are interested in buying resources. It can also affect the politics inside a country: usually, regions and minority ethnic groups want to have local control over their resources. Often, corrupt politicians would try to use the country's natural resources to further their own political aims or to enrich themselves.

8. Often, people who live near places that are rich in natural resources can suffer when other people want these resources. Dams and pipelines often cause displacement of local populations. If big business wants access to natural resources, they sometimes do not care about the needs of local populations. Sometimes people fight wars over natural resources. Many environmentalists think that in the next century, wars will be fought over access to water.

9. Myanmar is rich in forests and forest resources such as medicinal plants. It is also rich in oil, natural gas, minerals (diamonds, rubies, and jade), and metals (lead and copper). River and sea resources include fisheries, coral reefs, and much more.

## Exercise

Read this paragraph:

Countries in Southeast Asia face a difficult choice. Logging the forests can make a lot of money for poor countries. However, logging can destroy the environment, and the cultures of people who live in the forests.

- A. What do you know about logging in Myanmar?
- B. What problems does logging cause for people in Myanmar?
- C. Which countries benefit from natural resources of Myanmar?

**Group work**

**Skills:** Problem solving, developing an argument, presentation skills

**Solutions!** In groups, discuss some solutions you can think of for environmental problems in Myanmar? Make a presentation.

***A diverse region***

The geography of Southeast Asia has contributed to ethnic and cultural diversity. The mountains separate groups of people, so people speak different languages in different valleys. In many countries, a majority ethnic group controls the fertile river valleys, and often the government. For example, Laos is home to Lao, Tai, Hmong, Yao, Mon and Khmer people, as well as many Chinese and Vietnamese. The Lao are 48% of the population. They live in the valleys of the Mekong river, and control the government, set the official language and education policies.

Ethnic minorities often live in the mountainous areas of the mainland. The soil is less fertile, and cannot support a large population, so people live in smaller groups. Separated from other people, these minorities have kept their own languages and cultures. Immigrants from China and India are also influential in Southeast Asia. They have brought their arts, religions, languages and literature.

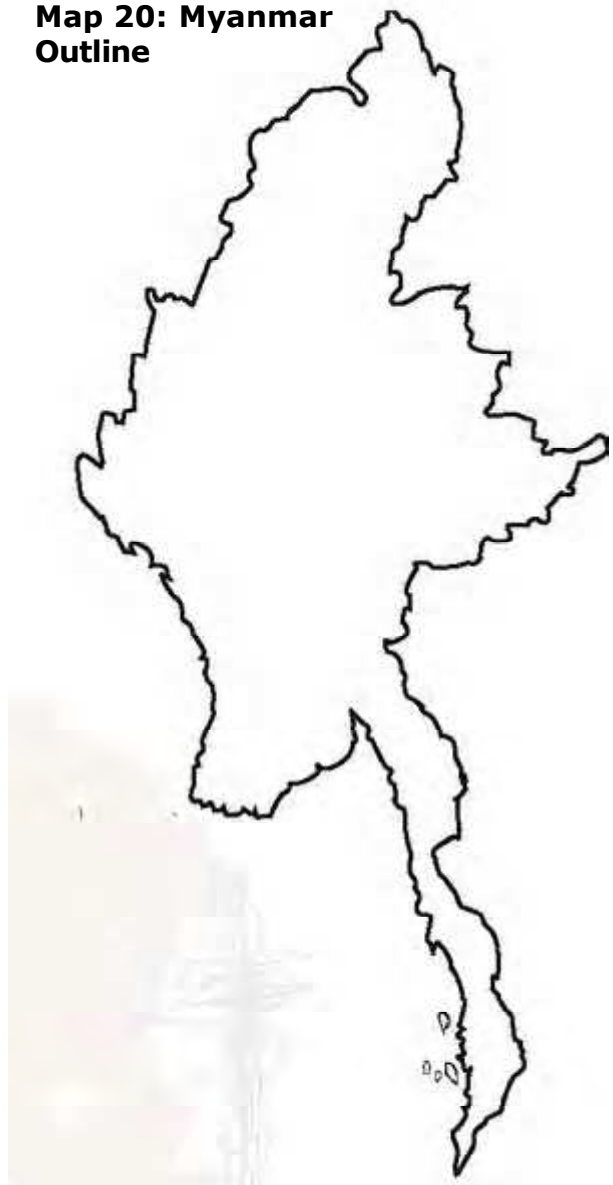
**Group work**

**Skills:** Cause and effect

**A.** In your group discuss examples about Myanmar: where do different ethnic minorities live? Show these areas on the map. How does their geographical position affect their lives?

**B.** Make similar examples about any other country in Southeast Asia.

**Map 20: Myanmar Outline**





### Map work

Find these places on the mainland and island Southeast Asia maps:

East Timor, Brunei, Borneo, Luzon,

The Ayeyarwady, The Salween, The

Chao Praya and The Mekong.

Mark them on the map.

### Discussion

A. Why are the valleys of mainland Southeast Asia fertile?

B. Why are the islands of Southeast Asia fertile?

C. What does 'rich in culture' mean?

**Map 21: Mainland Southeast Asia**



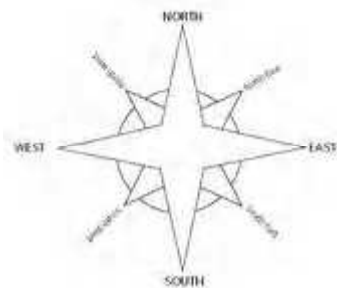
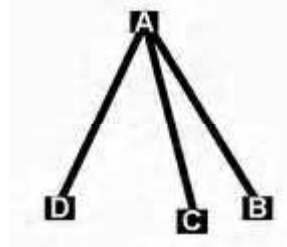
**Map 22: Island Southeast Asia**



Through the use of directions and distances you can become familiar with the countries of mainland Southeast Asia, and also further your map-reading skills.

‘Southeast’ means that the place is in the direction of south and east. ‘South southwest’ means that the place is almost directly south, and a little bit to the west.

**B** is southeast of **A**.




**D** is south southwest of **A** because it is almost directly south, but a little bit to the west.

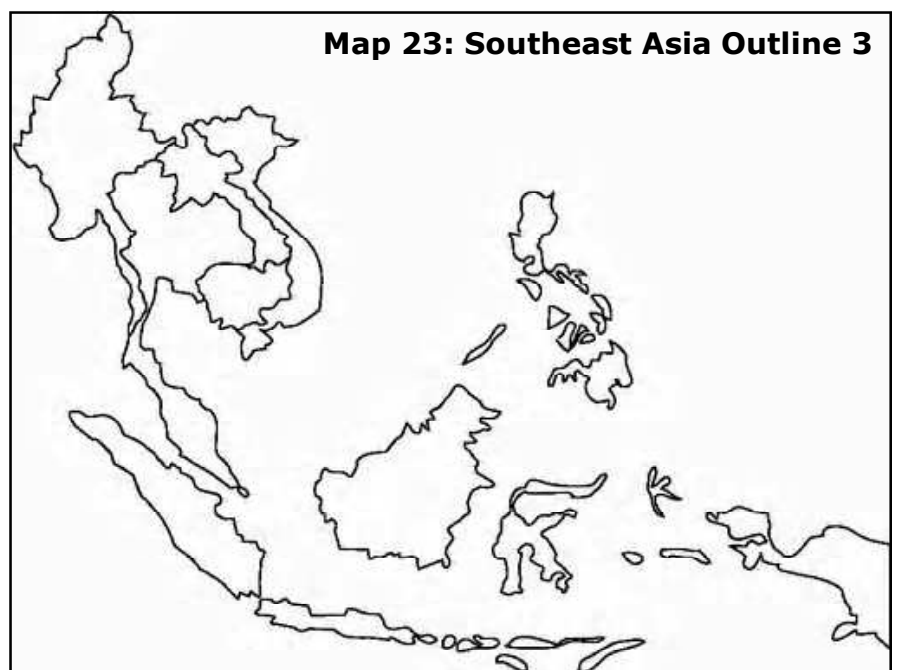
On the map below:

- A.** Locate the capital of Laos, Vientiane, and draw a circle around it.
- B.** On the map find the name of the capital city that is
  - i.** Northeast of Vientiane
  - ii.** South southwest of Vientiane
  - iii.** South southeast of Vientiane
  - iv.** 1,050 miles south of Vientiane
- C.** What country and capital of the same name is at the southern end of the Malaysian Peninsula?
- D.** What four countries share a part of the Malaysia Peninsula?]
- E.** Complete the map by labelling the bodies of water:
  - i.** Bay of Bengal
  - ii.** Indian Ocean
  - iii.** South China Sea
  - iv.** Gulf of Thailand

**G** What are the names of the several larger islands that Indonesia occupies wholly or in part?

**I. What are the names of the major Philippine islands shown on the map?**

**K.** Papua New Guinea is an independent country on the eastern end of the island of New Guinea. Show Papua New Guinea with horizontal lines. (  )



## 5.2 LAND AND LAND USE

### KEY WORDS

**abandon** (v) – leave alone  
**cultivation** (n) – growing things  
**extensive** (adj.) – spread out  
**intensive** (adj.) – used actively and fully, using a lot of resources  
**fertile** (adj.) – soil that can easily produce a harvest  
**fertiliser** (n) – substance used to help crops grow  
**incorporate** (v) – include  
**irrigation** (n) – system of bringing water to the crops  
**nutrients** (n) – what crops need in order to grow  
**organic** (adj.) – natural, without extra chemicals, made by dead plants or animals  
**productivity** (n) – how much you can make  
**rear** (v) – to raise animals  
**sustainable** (adj.) – can last for a long time  
**till** (v) – to prepare land for growing crops  
**weed** (n) – plants that grow together with the crops and can harm them

### *Sedentary wet rice cultivation*

Traditional wet rice **cultivation** has been practiced in Southeast Asia for many hundreds of years. The following conditions are necessary for sedentary rice cultivation:

- a lot of flat land
- soil that is **fertile** enough to produce a good harvest every year
- a hot and wet climate

In sedentary rice cultivation the farmers don't have to move from place to place as in shifting cultivation. The land is used **intensively**. On the farm there are main plots for rice, plots for vegetables, and land for **rearing** animals. The activities in the fields are varied.

### Discussion

**Skills:** Making outlines

Do you know how to grow rice?

What are the main steps in growing a crop? Make an outline together.

### Case study

#### *Rice cultivation in Thailand*

Let's look at Udon Thani, in Thailand. Udon Thani is located near the Laos border. Very little has changed in Udon Thani over hundreds of years. The local farmers still grow rice in the traditional way. There is no special irrigation system. Many intensive rice fields in Southeast Asia use lots of fertilisers and pesticides, but not in Udon Thani.

The land here is generally flat and fertile. The growing season depends on the rains from the Southwest monsoon which starts in late April and ends in mid-October. These winds from the Indian Ocean bring regular and heavy rainfall from July onwards.

Young rice plants are bundled together in nurseries, ready to be transplanted to the main fields. Transplanting usually takes place before the rains. Then they are left in the main fields under flooded conditions, until the plants ripen.

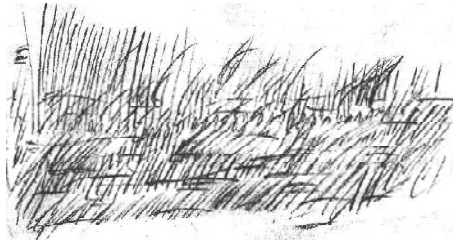
There is a dry season for harvesting rice. The dry period is caused by winds coming from Central Asia. These are the Northeast monsoon winds bringing cool, dry air to Udon Thani.

Was your outline correct? Check against these pictures:

A. Saving seeds



B. Planting in small plots



C. Replanting



D. Harvesting



### Group work

**Skills:** Drawing,  
presentation  
skills

In your group make a mini-poster of one stage in the rice growing process. Be sure to include pictures and explanations.

### Brainstorm

What is shifting cultivation?

### *Shifting cultivation*

In the highlands of Southeast Asia, there is not enough flat land and the soil is not as fertile as in the lowlands. Here, local communities have been practising traditional shifting cultivation. Shifting cultivation, or *slash and burn agriculture*, is one of the most ancient forms of agriculture. This is the first sign of human influence on the environment. Shifting cultivation communities grow what they need for themselves, without seriously changing or damaging the environment. This is an example of **sustainable** agriculture.

### *The cycle of shifting agriculture*

First, the farmers clear an area of forest. When the trees have dried, they burn them. The **ash** from the burnt trees together with the plant food in the humus layer provide the fertiliser for the crops. They grow dry rice, yams, corn, bananas, and a variety of vegetables. After about three years the **nutrients** in the soil are used up. Then the plot is abandoned. The forest very quickly takes over the plot again. After about twenty years, the forest has returned to normal and the shifting cultivator can again return to the area.

### Exercise

**Skills:** Ordering information

A. Match the pictures with descriptions.

B. Put them in order of the slash and burn agriculture cycle

**i. Cutting and burning...**

of trees and fallen branches to prepare a plot

**ii. Moving to a new clearing...**

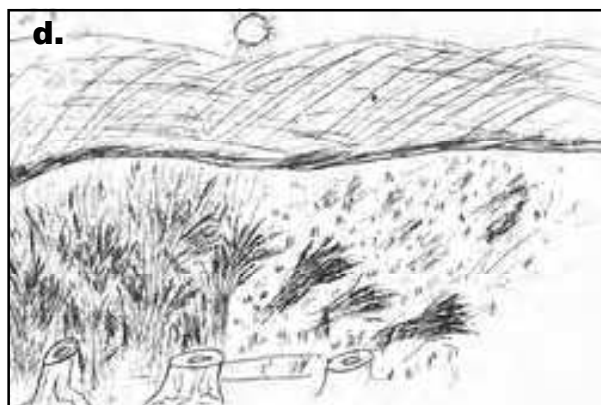
while the earlier plots are **abandoned** and left to fallow. The soil will recover its fertility but it will take 10 to 15 years

**iii. Sowing and planting...**

of food crops in holes dug with stick-like tools

**iv. Growing and harvesting...**

of crops including dry rice. The plot provides food for two to three years by the harvest becomes poorer and poorer. The soil loses its nutrients as no **fertilisers** are used



This type of agriculture is known as **extensive**. This means that the farmers have to move their farms to new plots every several years.

### Discussion

**Skills:** Compare and contrast

What do you know about intensive agriculture?  
How is it different from extensive agriculture?

### ***Cultural consequences of intensive agriculture***

Throughout history, intensive agriculture has had a strong influence on social organisation. First, it requires organised **irrigation**. Farmers have to cooperate and coordinate their effort. In intensive agriculture land is used more fully and more often. Traditionally, farmers have usually used a lot of **organic** fertilizers to maintain the productivity of the soil. The soil is also **tilled** more thoroughly, to get rid of **weeds** and bring the **nutrients** to the top. Animal force is used to increase **productivity**.

As a result, intensive agriculture can support much more people on the same amount of land, then shifting agriculture. In other words, intensive agriculture produces more food. The farmers have surplus.

However, in intensive agriculture, more and more forest has to be cut down in order to provide land for the paddy fields. Once forest is cut down, the land is used for growing rice every year. The forest never grows back.

In shifting cultivation, plots of land are cleared from forest every two or three years. After they are used for agriculture for a few years, new plots are cleared. The old plots are left and the forest grows back. As long as the shifting cultivation cycle is followed, it doesn't cause deforestation.

#### **Group work**

##### **Skills:**

Summarising,  
classifying  
information,  
cause and effect

What are the features of extensive agriculture?

List as many positive and negative features as you can.

What are the features of intensive agriculture?

List as many positive and negative features as you can.

Outline the facts you learned about extensive and intensive agriculture in this chart:

intensive agriculture	extensive agriculture

### **Cash cropping**

Both wet rice and slash and burn cultivation are forms of subsistence agriculture. This means that the people grow about enough food for themselves and maybe they can sell some surplus to buy other necessities. The other major form of land use in hot, wet lands is cash cropping. This is a form of commercial agriculture. Crops are grown for sale often in distant parts of the world. Cash crop plantations are often very large. Only one crop is grown. In Southeast Asian countries, it is usually rice, coffee, rubber, cocoa, tea, sugar cane, or pineapples. A lot of money is needed to set up a plantation.

#### **Group work**

##### **Skills:**

Advantages and  
disadvantages

How is plantation agriculture different from both wet rice and slash and burn cultivation?

What do you think are advantages and disadvantages of plantation agriculture?

#### **Free Writing**

Choose your favorite topic in this module and write everything you can think of about it. You can write in any language you like. Share your writing with a partner.

#### **Review**

**Skills:** Making  
questions

In groups, make 5 questions about the module.

Discuss them with your group and try to find the answers together.

Present your questions and answers to the class.

Did your classmates ask similar or different questions?