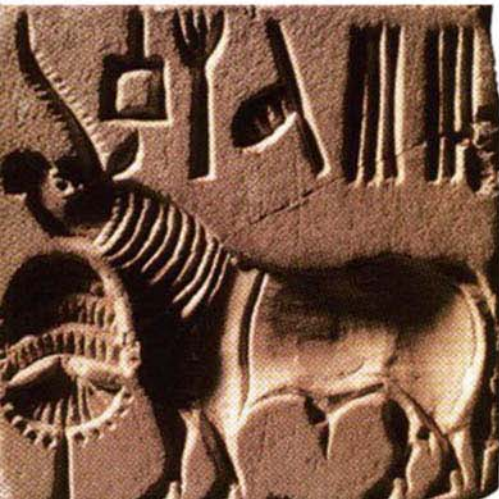
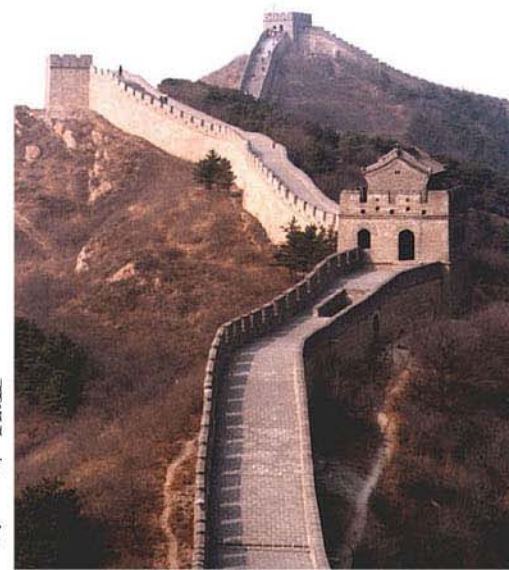


# A BACKGROUND TO SOUTHEAST ASIA

## TEACHER'S BOOK



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

# Teacher's Guide

## Southeast Asia: A Historical and Geographical Background

This module builds on the main concepts introduced in the *Introduction to Social Sciences* module and explores these in the context of Southeast Asia, bringing these concepts closer to the cultural experience of the students.

The module introduces the ancient history of Southeast Asia, covers background information on ancient India and China and goes on to overview the colonial history of Southeast Asia. Students will consider the political, economic and social implications of colonialism in the region as well as other aspects essential in understanding the development of the region, such as religion and land use. It looks at the background of emerging nations up until their achieving independence. However the module does not cover issues faced by contemporary Southeast Asian countries; this will be part of an upcoming module.

The module has the following features:

- A detailed ***Teacher's Guide*** with answers to all activities and exercises in the module. The Teacher's Guide can be used in a variety of ways by teachers of all levels of experience. There are suggested options for many of the activities in the module depending on the level of the students and the time available.
- ***Supplementary material*** at the back of the Teacher's Guide with additional reference materials for the teacher and/or independent assignments for the students.
- ***Skills boxes***. These are special keys located next to the various activity headings that summarise the critical thinking and information processing skills targeted by each particular activity or exercise.

# 1. Before you Begin

| Concepts   | Skills practised       |
|--|------------------------|
| Mainland Southeast Asia  | Reading comprehension  |
| Island Southeast Asia  | Organising information |
| Ethnic diversity in Southeast Asia   | Identifying            |
| The culture of Southeast Asia  |                        |
| <b>At the end of this chapter the students will be able to:</b>                      |                        |
| 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

## Brainstorm

Get students to brainstorm everything they can think of about Southeast Asia.

They might mention ideas suggested in the 'hint' or they might bring up such concepts as ethnic diversity, colonialism, etc. Anything the students say here is OK.

Get the students to compare their lists in pairs. Then discuss as a class.

## Exercise

**Skills:**  
Categorising  
information

Get the students to do this individually but encourage them to consult with a partner. Alternatively, students can do this exercise in groups.

When they have finished, discuss as a class and put some answers on the board.

### Possible answers:

**History** - Southeast Asian countries share a common history: most were colonised in the past.

**Geography** - water and forest dominate in most Southeast Asian countries' physical environment.

**Economics** - Southeast Asia is an economically diverse region but many poor developing countries in Southeast Asia face similar problems of foreign debt and not enough money in the state's budget to spend on health and education for people.

**Politics** – Many countries in Southeast Asia have faced political crises during their struggle for independence and for years afterwards. Some have still not recovered.

**Development** – many countries in the region face the problem of choice between protecting their environment and natural resources, and economic development. People throughout all Southeast Asia grow rice.

**Culture** – traditional beliefs are common across the region.

## Review

Discuss the questions with the students and give them a few minutes to write down the answers or get them to write down the answers for homework.

Alternatively you can get them to brainstorm on their own and make some notes in the spaces provided and then discuss together.

### Possible answers:

**A.** *The Introduction to Social Sciences module introduces three basic ways of organising societies: bands, tribes, and nation states. Modern Southeast Asian societies are all nation states. Most countries have democratic governments at least officially. Some of them are constitutional monarchies (more or less democratic), some are dictatorships that call themselves democracies, some are authoritarian democracies (democratic in form but the central government has most power), and some are communist.*

**B.** *Many Southeast Asian people still retain a lot of tribal characteristics – the community plays a very important role in people's lives. This is especially true of ethnic minority peoples in remote isolated areas.*

**C.** *Two thousand years ago most societies were tribes or bands. However, some places, like the Indus Valley Civilisation, already had developed sophisticated urban life and was governed by a monarch. It operated more like a nation state than like a tribe.*

## Map work

Ask the students how many Southeast Asian countries they can name. Get them to place them on the map.

Discuss the questions with the students. Record their answers, even if they are wrong. After you finish the teaching the first sections of this module, come back to these questions and see if it is easier for the students to answer them now.

### Answers:

**A.**      **1.** *The Philippines*

**2.** *Brunei*

**3.** *Indonesia*

**4.** *Singapore*

**5.** *Malaysia*

**6.** *Cambodia*

**7.** *Vietnam*

**8.** *Thailand*

**9.** *Laos*

**10.** *Myanmar*

**11.** *East Timor*

**B.** *India, China, Hong Kong, Macau, Papua New Guinea, Sri Lanka, Bangladesh, The Maldives, Bhutan*

**C.** *China, India, Russia, the USA, many European countries, and many more.*



## Exercise

**Option 1:** Get the students to guess the answers. Then play the general knowledge quiz. Put answers on bits of paper and stick them up around the classroom. Give the questions to groups of students and get them to find the answers.

**Option 2:** You can use this quiz as a team game (give half the questions to team A and half the questions to team B or put questions on the board and have teams compete to give correct answer).

**Option 3:** Use this quiz as a homework research project

**Answers:**

- a. 4,492,150
- b. Malay, English, Chinese
- c. Dong
- d. Manila
- e. Indonesia
- f. Singapore
- g. Indonesia
- h. Mt. Kinabalu (Malaysia)
- i. Mekong
- j. East Timor
- k. Thailand

## Brainstorm

**Skills:**  
Organising

Put the mind map on the board and fill it in as the students come up with answers.

**Skills:**  
Organising  
information

In pairs, students choose one country and study it, using the country fact sheets and any other information they can get. They fill in the necessary information on the board.

## EXTRA SECTION

Use the *Country Fact Sheets* for this activity.

Alternatively students in groups can complete the whole mind map as a homework project – they can study the country sheets for all the Southeast Asian countries.

## Discussion

**Skills:**  
Reasoning

If possible get students to look back at the Introduction to Social Sciences module and review some of the problems they have identified. Alternatively, brainstorm what problems there could be.

## Possible answers:

*Ethnic misunderstanding and racism; religious differences; language difficulties; choice of language for education; conflict over land; power sharing conflicts.*

## 2. Ancient Southeast Asia

| Concepts  | Skills practiced             |
|---|------------------------------|
| Civilisation  | Information processing       |
| Surplus and inequality  | Reading comprehension        |
| Classes   | Map skills                   |
| Geography of Southeast Asia   | Fact finding                 |
| Ancient Southeast Asia  | Reasoning                    |
| Ancient India   | Making lists and definitions |
| Ancient China   | Cause and effect             |
|   | Brainstorming                |
|   | Guessing                     |
|   | Developing an opinion        |
|   | Free writing                 |
|   | Role play                    |
|   | Making decisions             |
|   | Problem solving              |
|   | Looking for evidence         |
|   | Making questions             |
|   | Advantages and disadvantages |
|   | Presentation skills          |
| <b>At the end of this chapter the students will be able to:</b>                                   |                              |
| 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 and locate them on the map                          |                              |
| describe the origins of the people of Southeast Asia, India, and China and trace their migrations |                              |
| begin working with timelines  |                              |
| look for historical evidence  |                              |

## 2. Ancient Southeast Asia

### 2.1 INTRODUCTION

#### Preview

**Skills:**  
Imagination

In the introduction to this module students have brainstormed all sorts of information about Southeast Asia. In this chapter we will focus on the history of Southeast Asia, and particularly ancient history. Students might not know much about ancient Southeast Asia, but it's good to see what ideas they might come up with.

The question 'Can you be sure about it?' refers back to historical sources and evidence that the students have studied in the Introduction to Social Sciences (if they have studied that module). Remind the students about this.

**Example answers** (remember, these are only examples for your information. Students can say whatever they want here):

**A.** *Many ethnic groups in Southeast Asia originally came from Mongolia.*

*This is what our traditional beliefs say.*

*Yes, because that's the history of our people or*

*No, there are no records such as a written history or material evidence such as human remains, so we can't be sure.*

**B.** *Archaeologists can dig in the ground for some material evidence (remains of buildings, tools, bones, etc.), historians can analyze written records from the time. For example, even though no written records were found from ancient empires of Southeast Asia, Chinese records talk about the Empire of Funan on the southern coast of Vietnam.*

#### Discussion

**Skills:** Reading  
comprehension,  
applying information

#### Possible answers:

*Most historians agree that the history of Southeast Asia is based on movements of peoples. It is very important to keep in mind, however, that we can never know for certain about things that happened such a long time ago. This chapter will only present one perspective on the events of ancient Southeast Asia.*

*It is difficult to know exactly what happened such a long time ago because there are no written records left to tell us, and there's hardly any other material evidence. Often many different groups of people have lived in the same place one after another, so it is hard to tell who did what.*

*Written records are usually the easiest evidence for historians and archaeologists to base their accounts on. However, written records are often biased. Material remains (buildings and other objects, as well as human remains) are usually more objective. Sometimes historians have to rely on accounts by a third party (for example Chinese records about the empire of Funan).*



## 2.2 WHAT IS CIVILISATION?

### Preview

Make a list on board of students' ideas. Then read the paragraphs and compare it to the ideas the students mentioned. Students identify which paragraph is the US, and which paragraph is Russia.

**Answers:**

**A.** *America*

**B.** *Russia*

**Brainstorm****Skills:** Making lists, making definitions

Students brainstorm a list in pairs or individually. This is just a way to get students thinking. There are no correct answers here. This is totally up to the students. The following is only an example of the kinds of answers students might come up with.

**Example answers:**

- A. *language*
- B. *traditional clothes*
- C. *religion*
- D. *food*
- E. *music*
- F. *environment*
- G. *family*

Once the students have listed their priorities get them to compare their lists. Discuss. Put the most popular three aspects of culture on the board. For example, students might agree that language, food, and music are the most important aspects of their culture.

Discuss why the students think these are particularly important.

Get the students to brainstorm and draft a definition of culture. Then read the paragraph and compare it with students' responses.

**Exercise**

A. Students check off the words that are part of culture according to their opinion.

**Answer:**

*All words in this list are part of culture.*

B. Students make up a list of things they believe do not belong to culture. There are no correct answers to this - it depends on the students' ideas.

**Brainstorm****Skills:** Finding similarities

The major similarity between the highlighted areas of the ancient civilisations is that they are all located in major river valleys. Ask the students if they can think of why all the civilisations started in river valleys. You can come back to this question at the end of this module, when the students study the Land and Land Use section and learn about the different methods of rice cultivation and their effect on human society.

**Answers:**

- A. *Egypt, Mesopotamia (present day Iraq), India, China.*
- B. *They are all in river valleys.*
- C. *River valleys provided land that was fertile enough for intensive agriculture, and fresh water that allowed for growth of settlements.*

### Group work

Divide the class into four groups. Let each group choose one of the four areas of ancient civilisations. Students brainstorm everything they can think of about it. They might not know much, but this is just to get them thinking. This is just a very short exercise. They might mention that these civilisations were possible because they were located near great rivers. They might say what modern countries they are located in. Or any other information they might think of.

### Group work

**Skills:** Matching

Students match the pictures with captions in groups (or in pairs, or individually).

**Answers:**

**A.** 1

**B.** 2

**C.** 3

## 2.3 SURPLUS AND INEQUALITY

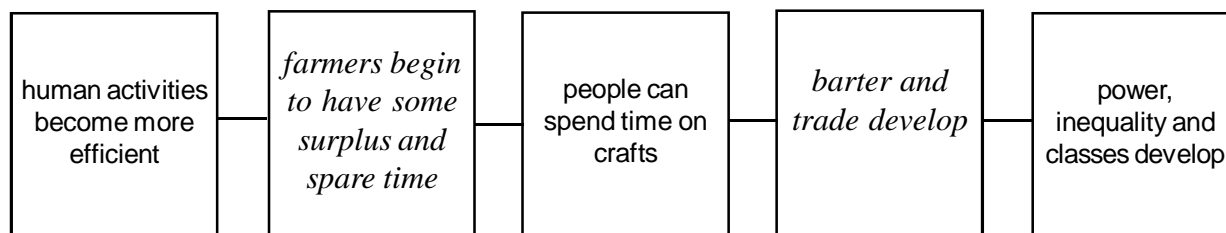
**Exercise****Skills:** Cause and effect

A. Students look at the pictures, and write a short (1 or 2 sentence) description of each. They put the pictures in a logical order.

**Possible answers:**

- 2 - People produce things
- 4 - People barter goods with each other
- 3 - There is a surplus.
- 1 - Classes are formed

B. Students complete the cause and effect chain with information from the text.

**Answers:****Case study**

Options:

1. assign the text for homework
2. read paragraphs in pairs, and then partners re-tell their paragraphs to each other.

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

Have a discussion of the story about Taa and his family.

**Possible answers:**

- *Taa's community sounds like a tribal society. There is no mention of money – only barter; and no mention of any central government – the community is self-sufficient.*
- *The surplus of food in Taa's family allows them to hire extra workers to work on their banana plantation, and also to spend time doing things other than just grow bananas (making pots, supervising other villagers, helping other families with food). Taa's family also enjoys a lot of influence in their community. The other members of the community can work on Taa's family plantation and get extra goods.*

## **2.4 CLASS SYSTEM**

Get the students to look at question A on page 13 before they read the text. Give them a time limit (2-4 minutes?) to skim the text and find the answer.

Then they look at question B and try to answer it from memory. If they can't do this, give them 2 minutes to check the text.

Give the students 15 more minutes to find the answers to questions C-F.

Discuss the answers.

### Exercise

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

#### Answers:

- A. II.** *answer IV is also close, but II is better, as the text talks more about classes than about trade, besides, the title of the section is 'class system'.*
- B. III.** *Other answers only summarise the different paragraphs of the text*
- C.** *rulers, priests, farmers, craftsmen, merchants, healers, missionaries, scholars*
- D.** *indigenous cults, organised religions (Hinduism), Buddhism, Islam, Christianity*
- E.** *Trade brought in more opportunities for people, so more crafts developed – craftsmen could now sell more of their goods to far away places. With trade, the merchant class developed – they traveled around and made money by buying and selling goods that other people made. The rulers participated in trade and became richer. In other words, people who were successful in trade became richer and rose to become members of different classes.*
- F. I - paragraph 3**  
**II - paragraph 1**  
**III - paragraph 5**  
**IV - paragraph 2**  
**V - paragraph 4**



## 2.5 GEOGRAPHY OF ANCIENT SOUTHEAST ASIA

### Brainstorm

Students guess the answers before reading the text. Then they read the text to check their answers.

**Answers:**

- A. *more than 40,000 years ago*
- B. *the Negrito people*
- C. *black-skinned, short, with curly hair*
- D. *possibly the Negrito people, but this is not certain*
- E. *Some of them came down the rivers that flow from China; others came by sea via Hong Kong. It is not known exactly how the Negrito people got there.*

## Discussion

Discuss the questions with the class.

### Answers:

*We don't know if the information in 1 and 3 is true. The author refers to what historians believe, but there is no evidence. Paragraph 2, however, has specific evidence – archaeological findings.*

*Other evidence that could make information in paragraphs 1 and 3 more reliable, could be reference to some other archaeological findings, or written records from the time.*

## Group work

**Skills:** Applying information

### Answers:

This evidence is not true; it is completely invented. It is used here as an example of possible evidence, what evidence might look like.

**Answers:** 1. *c* 2. *b* 3. *a*

## Exercise

### Answers:

**A.** *The Negrito people were the indigenous people of Southeast Asia. They are probably related to Australian Aborigines and probably migrated from Africa many thousands of years ago.*

**B.** *China*

**Discussion****Skills:** Reasoning**Example answer:**

*The reason the text uses a lot of words like that is that it is not known for sure how exactly things happened in ancient Southeast Asia.*

*The text mentions archaeological excavations.*

**Discussion****Skills:** Developing an opinion**Possible answers:**

*A. Most probably, as the Negrito people were forced off their lands by new arrivals, they mixed with the new races but their communities have largely disappeared. Some isolated communities still remain in remote areas of the Philippines.*

*B. The Negrito people are likely to have lived on the coast and along river-banks because they did not have the tools to cut down trees and go deeper into the jungle. Most areas in ancient Southeast Asia were covered with very dense jungle and the Negrito people did not have iron tools that would be necessary for cutting down the trees.*

*C. Development of iron-working allowed people to make much stronger and more effective tools. They could now cut down more trees and make iron agriculture tools such as ploughs. This helped make agriculture more efficient. This also helped to create surplus – people could now make more food.*

**Map work**

Discuss which rivers the new migrants would have used (Irrawaddy, Salween, Mekong, The Red River, etc.) Find these rivers on the map. Get the students to work with a partner or individually to trace the routes on the map.

**Group work****Skills:** Analysing

First, brainstorm with the students what were the factors, based on the readings (agriculture, trade, waterworks, towns, social differentiation). Let groups choose a factor each. Groups each write about their factor, then present to class.

**Example answers:**

*Agriculture: agriculture helped create the surplus of food that in its turn helped create specialisation and development of crafts and trades and social stratification (different classes of society). This resulted in the development of the first Southeast Asian empires, kingdoms and nation-states.*

*Trade: trade helped establish relationships between communities and encouraged travel, exploration, navigation skills, and knowledge of geography. Settlements located in strategic positions for trade developed into cities and eventually into powerful empires.*

*Waterworks: when people learned to control water for the purpose of irrigation, this boosted the efficiency of agriculture. As agriculture became more efficient, population density increased.*

*Early towns: towns developed when agricultural surplus allowed higher population densities. Towns served as trade centers and contributed to the development of early empires.*

*Social differentiation: once there was surplus of food, some people started to have more than others. They could get other people to work for them. Powerful leaders emerged. They could control whole societies. Kingdoms and empires developed.*

**Brainstorm****Possible answer:**

*Geographically, we call it mainland Southeast Asia and island Southeast Asia. Based on human activities, we can say agrarian Southeast Asia and maritime Southeast Asia.*

## Map work

**Skills:**  
Developing an  
opinion

Get students to trace the routes on a map - they can use the map on page 14, the outline map on page 3, or any other Southeast Asia map. There is no correct answer here, it is up to the students which way they choose, as long as they can explain its advantages and disadvantages.

### Example answers:

|   | Advantages   | Disadvantages  |
|---|--|--|
| Isthmus of Kra                            | <i>Quick – no need to wait for monsoon winds, no need to sail through the Straits of Malacca</i>   | <i>Have to unload the ship and carry everything to the other coast through the jungle</i>  |
| To Srivijaya, down the Straits of Malacca | <i>No need to transport the goods by land. Srivijaya was a big trading center; you could sell your goods there and buy others in the same place.</i>   | <i>Need to wait for the wind in order to sail down the Straits of Malacca. There could be pirates in the Straits.</i>  |
| Sailing all the way from India to China   | <i>You can take your goods all the way without changing ships. You can get a better price for your goods at the final destination and you can buy other goods (in India or China) at a cheaper price than at a half-way point such as Srivijaya or the Isthmus of Kra.</i> | <i>You would need a very strong ship to go all the way from India to China. It would also take a very long time to go and come back due to the seasonal winds. There would be a lot of dangers on the way, such as storms and pirates.</i> |

## Group work

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

Suggest to the students to use the information from the discussion in Map work about the advantages and disadvantages of different routes to help them make their decision.

## Map work



| Empire           | A        | B                      | C  | D   |
|------------------|----------|------------------------|--|---|
| <b>Funan</b>     | maritime | Oc-eo – important port | on the trade route between China and India in the 2-6th centuries AD   | strategic location at the bend of the Indochinese Peninsula. The port provided a sheltered harbour and the surrounding areas provided enough rice for the visiting traders                    |
| <b>Srivijaya</b> | maritime | Palembang              | The new sea trade route between India and China (starting 6th century)   | The port provided security from pirates and storms; it also provided food and water for traders   |
| <b>Majapahit</b> | land     | Majapahit              | International spice trade route  | The port of Majapahit was located in the center of a huge powerful empire which was largely based on agriculture. Therefore, the city could provide traders with agricultural products (rice) |
| <b>Malacca</b>   | maritime | Malacca                | The sea trade route through the Strait of Malacca (starting around 15th century)   | Apart from shelter and supplies for the months of waiting for monsoons, Malacca had numerous mosques, which was appealing to the increasingly Muslim traders in the region                    |
| <b>Khmer</b>     | land     | no                     | not Angkor, when later the capital was moved to Phnom Penh on the Mekong, it could participate in the trade along the Mekong | The Khmer capital, Angkor, was not well-positioned to participate in international trade  |
| <b>Pagan</b>     | land     | no                     | possibly some trade along the Irawaddy river   | One of the problems Pagan faced as a state was the conflict of control over land between the Buddhist monasteries and the king.   |

## Group work

Answers: 1-c, 2-b, 3-a

## Discussion

**Skills:** Imagination

### Possible answers:

*weapons, agricultural tools – spades, rakes; jewellery (bracelets, rings, beads, etc.)*

## Review

This is a review of the history section of the Introduction to Social Sciences module. Get the students to try to remember what they learned, or ask them to bring the previous module to class and look up the information on counting time.

### Answers:

**A.** *There are many different calendars in the world. Many religions and cultures have their own calendars. Just to give some examples:*

- *The Buddhist calendar uses the birth of historical Buddha as the beginning year for their calendar.*
- *The Islamic calendar uses the year when Prophet Mohammad came to live in Medina as beginning of their calendar.*
- *In Judaism, the year when the world was created (as many Jews believe) is used as the beginning of the Jewish calendar.*

### **AD and BC**

*Most of the English-speaking world uses the Christian calendar, so almost everything you will read in English will use it. It is useful to learn to use it.*

*The Christian calendar uses the birth of Jesus Christ as a starting point. It divides time into two main periods: the period before the birth of Christ and the period after he was born. The period before Christ's birth is referred to as **BC** ("Before Christ"), and the period after his birth as **AD** "Anno Domini", which means "in the Year of Our Lord" in Latin, a language used by the early Christians.*

*In this calendar, we begin numbering the years from the year that Jesus Christ is believed to have been born. That year is known as AD 1. If something occurred 600 years before the birth of Christ, we say it happened in the year 600 BC. If something happened one hundred years after Christ's birth, we date it as AD 100. The year AD 2000 means "2,000 years after the birth of Jesus Christ".*

### **CE and BCE**

*Now, many people use **BCE** ("Before Common Era") instead of BC. They do it in order to be neutral to all religions. In this system we can also use **CE** ("Common Era") instead of Anno Domini. This way people of all religions can use the same system. In this module, we will use this system.*

**B.** *Chinese and Indian influence came to Southeast Asia with trade as Southeast Asia is located on both land and sea route from India to China. Religious missionaries (Buddhist, Hindu, Muslim) came along with the traders.'*

## 2.6 THE FIRST EMPIRES



**Skills:**  
Guessing

This map illustrates the geographical distribution of various language families in Southeast Asia and Oceania. Key features include:

- Language Families and Divisions:**
  - Papuan languages:** Indicated by vertical hatching, primarily in New Guinea and the surrounding islands.
  - Austroasiatic languages:** Indicated by horizontal hatching, found in regions like Mainly Chinese, Chinese, and Formosan.
  - Tai languages:** Indicated by diagonal hatching, found in areas like Mainly Thai, Lao, and Khmer.
  - Kadai languages:** Indicated by a dotted pattern, found in regions like Hainan Island and LI.
- Major Divisions:**
  - Western Malayo-Polynesian Languages:** Includes groups like Ilokano, Tagalog, Cebuano, and Chamorro.
  - Oceanic Languages:** Includes groups like Palauan, Yapese, and South Halmahera and West New Guinea Languages.
  - Central Malayo-Polynesian Languages:** Includes groups like Toraja, Makassar, Buginese, and Sumbanese.
- Other Language Groups:** Includes Nicobarese, Malay, and various indigenous languages like Dusun, Murut, and Iban.
- Geographical Features:** The map shows the coastline of Southeast Asia, the South China Sea, and the Indonesian archipelago. It also includes a scale bar for Kilometres and a compass rose.

**Skills:**  
Explaining,  
reading

20



## Group work

**Skills:** Reading comprehension

You can use this quiz in a variety of ways:

You can get the students to do it in groups or individually, or for homework.

You can get the students in groups to take turns asking other groups.

You can have a competition: teacher asks questions, the first (student or group) to give a correct answer gets a point (students should be able to use the text to look up answers). The person or group who gets the most points wins.

### Answers:

1. *The Negritos*
2. *The Malayo-Polynesians*
3. *They didn't have any access to sea for trade*
4. *It was an important trade point between India and China as it is the narrowest point of the Malay Peninsula. Ships arrived on either side of it and transported their goods to the other side by land.*
5. *They profited from the trade along the Irrawaddy river*
6. *The Nan Zhao*
7. *11<sup>th</sup>*
8. *Emperor Wu Di*
9. *Champa*
10. *In Yunan province, China*
11. *... India ... China*
12. *In the 13<sup>th</sup> century*
13. *Prince Fa Ngum*
14. *On the trade route from India to China*
15. *Chenla*
16. *The land around Malacca was poor; the port was not very good*
17. *Because they arrived by sea*

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

In groups, students make their own questions, similar to the ones in the quiz based on the texts (either in this section or in the whole chapter). Each group should make at least three questions. Put the questions on strips of paper and re-distribute them. Students answer each other's questions.

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

Divide the class into groups – one section of the text per group (make sure the groups don't get the same text as in the previous group work activity).

Put a big blank timeline on the board.

Students in groups put the information in their section into a timeline then all groups add their information to the timeline from the previous section.

Now get the students in their groups to discuss the different events that happened in ancient Southeast Asia. Students might pick different events and different empires.

**Example answers:**

- *The Viets migrated into the North of present day Vietnam about the same time as the Burmese settled in Upper Burma*
- *The Arakanese kingdom of Dhanyawadi was established soon after the Champa kingdom in Vietnam.*
- *The Burmese founded Pagan after Nan Zhao attacked the Pyu capital.*
- *About the same time that Vietnamese threw out the Chinese, the Arakanese started establishing their kingdoms.*

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

*A – this paragraph briefly summarises what all the texts talk about. All the other choices (B-D) are just bits of text about the various empires - they do not give you a general idea about the text as a whole.*

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

Each group studies about one of the ancient empires.

**EXTRA MATERIAL**

Use the texts *Funan*, *Indonesia*, *Lang Xan* and *Nanzhao*. Give copies to groups of students, or put them in the library for students to read in their own time and prepare presentations.

**Free Writing**

Students spend 10-15 minutes writing about ancient Southeast Asian empires. You can leave it up to them what they write, or suggest some topics. Some of the topics could be: land vs. maritime kingdoms, trade, religion, etc. Encourage the students to write in any language they like.

## 2.7 CHINA AND INDIA

### Preview

Get the students to contribute their ideas. At this stage they are just guessing, so they might say whatever they want. After you study this section, you might go back to these questions and check if their students can now answer them.

#### Possible answers:

*A. China and India had a strong influence on Southeast Asia because most of the trade routes between those two countries as well as between Europe and China went through Southeast Asia. These were both land trade routes and sea trade routes. Another reason is that most Southeast Asian nations have migrated from China and some of them picked up some Chinese influences before they even got Southeast Asia. They have been in contact with the Chinese for hundreds of years before establishing their own nations in Southeast Asia.*

*B. India influenced Southeast Asia mostly in terms of religion. Two major religions, and Buddhism, have come from India. Islam did not originate in India, but it came to Southeast Asia through India. Other influences include writing systems, food, clothing and political systems (the system of divine kings). China influenced Southeast Asia linguistically – many Southeast Asians brought with them languages that go back to the same ancestor as language spoken in China. Some of the Southeast Asian nations have adopted the version of Buddhism (Mahayana) that came from China. Important cultural influences include Confuciusism. China has also always had a huge economic influence on Southeast Asia through trade.*

*C. Countries that are strongly influenced by India include Myanmar (it is also the only Southeast Asian country that borders India), Indonesia, Malaysia, and Cambodia. The country that has been influenced by China the most is Vietnam.*

*D. Today China and India have an immense influence on the region. The influence today is mostly political and economic. Millions of migrants from both countries have lived in modern Southeast Asia for generations. All countries in the region trade with both China and India extensively. China invests in many poor Southeast Asian countries it borders with and dominates their economies. Governments of many Southeast Asian countries look to both China and India for support and often rely on it. China's environmental impact on Mainland Southeast Asia is also huge because most great Southeast Asian rivers such as the Mekong, the Salween and The Red River start in China. Hundreds of millions of people's livelihoods depend on these rivers. However these become threatened whenever China proposes to dam any of these rivers.*

## Map work

Students in groups, pairs, or individually find the information on the map.

### Answers:

**A. SEA countries that border India:** Myanmar

*SEA countries that border China:* Myanmar, Laos, Vietnam

**B. This is a review of the mapwork on page 15:**

*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.*

**C. China:** India, Nepal, Bhutan, Myanmar, Laos, Vietnam, North Korea, Mongolia, Russia, Kazakhstan, Tajikistan, Kyrgyzstan, Pakistan

**India:** Pakistan, China, Nepal, Bhutan, Myanmar, Sri Lanka



# India

## Brainstorm

Students might bring up any facts from India's past or present, or any aspect of life like economics, politics or culture.

## Discussion

### Possible answers:

**A.** *To summarise, as people developed more efficient methods of agriculture, they were able to feed more people from the same amount of land. This allowed higher population densities. At the same time, surplus encouraged specialisation – development of different trades and occupations such as pottery, weaving, metalworking, etc.*

**B.** *Bronze can be moulded easier than stone for a more convenient shape. It could also be sharpened better than stone. It is also lighter than stone which means the person using it can move faster.*

## Discussion

There are no correct answers to the first two questions. These are opinion questions. It depends on the students' opinions. The purpose is just to get the students to talk. They could think about the place where they live and compare the population numbers. The only fact is that Mohenjo-Daro and Harappa were very big settlements for their time. In modern terms, 35,000 is the size of a small town, however larger than a village.

A well-planned city could be a city with clearly organised streets that are easy to get around. It would probably include easy access to water for all residents and sanitation systems to keep the city clean. A well planned city might also have uniform types of houses on the same streets. For example mostly large houses on central streets and smaller houses on outlying streets.

## Group work

**Skills:** Decision making, presentation skills

In groups, students make a plan for their dream town using the questions as a guide. Start the discussion together by talking about the place where they live. Is it a well-planned place? Why? Or why not?

## Brainstorm

Get students' ideas.

**Possible answers:**

*wars, natural disasters, depletion of natural resources*

## Group work

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

**Answers:**

A. *cities*

B. *civilisation*

C. *Harrappans*

D. *2400 BC*

E. *Harappa*

F. *Mohenjo-Daro*

G. *declined*

H. *Aryans*

I. *Asia*

J. *Dravidians*

K. *mixed*

L. *beginning*

## Discussion

**Answers:**

*Aryans were nomads and mostly lived off their cattle, while Harappans lived in permanent settlements and relied on agriculture.*

*Agrarian civilisations are considered to be more highly advanced than nomadic ones.*

*If the reasons for the decline of Harappan civilisation were natural disasters, there's not much the Harappans could have done. Now, there's a special technology for building in areas where earthquakes are common. However, this technology is more expensive than ordinary construction so many poor countries can't afford to use this technology to make their buildings safe. For example the recent earthquake on Java, Indonesia. Several thousands of people were killed in it because it occurred in an urban area with concrete buildings made without any special earthquake protection. People in Mohenjo-Daro and Harappa most probably did not have any such technology. However, the Harappans could have taken better care of their environment. They could have saved the forests on the river banks, or planned a reforestation program.*

## Preview

Students should be able to answer based on what they learned in this chapter.

### Answer:

*Social classes are layers of society based on people's occupation, education, power, and amount of property (money, land, houses, other resources) they have. Classes are usually organised in a hierarchy, the most rich and powerful on top, and the poor and less educated at the bottom.*

*Southeast Asia mostly used a simple three-layer class system, as described on page 11. The students are about to learn about the Indian caste system.*

## Exercise

**Skills:** Restating information

### Example answer:

*India, there were four main castes: Brahmins were the priests. They were the highest caste. Kshatriyas were nobles and warriors. They came second. Third were Vaishya. They were traders. Shudra, the servants, were the fourth, lowest caste. There were also the untouchables – people below all castes, they were the outcastes of society, their life was very hard. If you were born into one caste, you or your children could never become a member of any other caste.*

## Discussion

### Answers:

*The caste system has been officially banned in India, however, people's lives are still very strongly affected by caste in many areas of life, such as marriage, employment and politics. People from higher caste are usually the ones with more power and it is extremely difficult for people from the lowest castes and especially for the untouchables to get access to resources and to assert their rights.*

## EXTRA SECTION

Use the Caste text.

## Debate

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

Have a debate. As preparation for debate, you might give the students some extra materials from about caste, or talk to them about it.

To organise a debate, first select a jury of at least three students. Divide the rest of the class into two teams. Teams take turns making arguments and counter arguments. Make sure that all team members participate. At the end, the jury decides which side's arguments were stronger.

## Exercise

**Skills:** Timeline

It is best to do this exercise in pairs. When students are finished, compare their results and put them on board. They might notice that the history of ancient India is much older than the history of Southeast Asia. This is not really because nothing happened in Southeast Asia during all this time, but because we don't know anything about what happened. The Negrito people have lived in Southeast Asia for thousands of years, but they did not leave any written records and no ancient sites such as Mohenjo-Daro or Harappa have been discovered.

**Exercise****Skills:** Reading  
comprehension**Answers:**

*Archaeologists discovered remains of human settlements.*

*Both of these cultures were permanent settlements based on agriculture. Both were located near major rivers.*

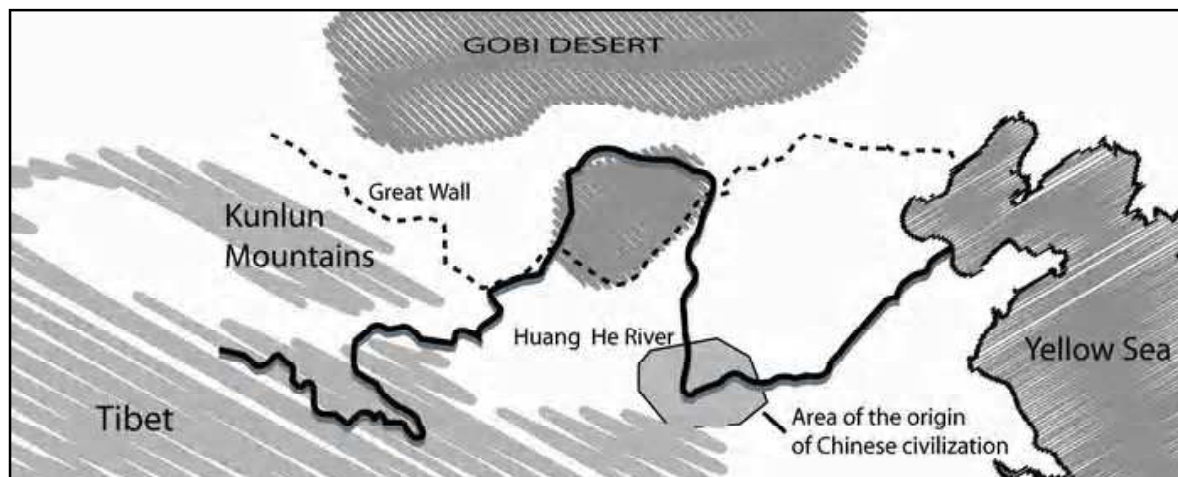
**Exercise**

**Skills:** Applying  
information

**Answers:**

*Xia Dynasty*

*The Indus Valley civilisation was prospering.*

**Map work****Answer:**

## Discussion

**Skills:** Compare and contrast

## Answers:

**A.** *the ancient Chinese grew mostly rice and millet while the Harrappans grew wheat, the Chinese harvested silk, while the Harrappans grew cotton, different belief systems*

**B.** *farming, based on a big river, some of the most ancient civilisations in the world*

**C.** *It is hard to tell which one was more advanced because both civilisations developed over centuries and achieved a high level of development. However, Harrappan civilisation was destroyed and new civilisations established in the area by later invaders. In the meantime, the ancient Chinese civilisation continued uninterrupted until modern times.*

**D.** *This depends on students' opinions*

**E.** *We don't know much about the beliefs of the Harappans, but the Aryans developed Hinduism. Early Hindus believed in the numerous Hindu gods. Large numbers of legends and stories about them that were all written down in many Hindu religious books, such as the Bhagavad Gita. They also belived in the caste system. The ancient Chinese focused more on ancestor worship and on worshipping varous gods of nature. They also believed that the spirits of people who die live on and have strong powers.*

## Exercise

**Skills:** Information transfer

Divide the class into two groups. One group reads part A and fills in the information about Yangshao villages into the chart. The other group reads part B and fills in the information about Lungshan.

## Answers:

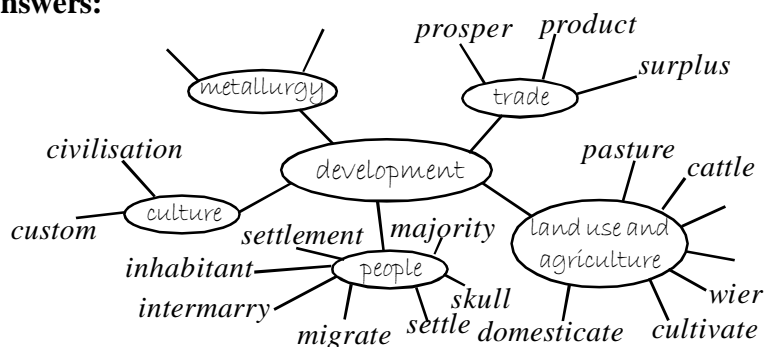
|  | Yangshao                                | Longshan   |
|--|---|--|
| When did they live?                    | around 3,000 BC                         | later than Yangshao villages, no exact information |
| Where did they live?                   | North China, south of the Huanghe River | North China, on the Huanghe River                  |
| What did they grow?                    | millet                                  | rice and millet                                    |
| What kinds of houses did they live in? | no information                          | walled communities                                 |
| What animals did they keep?            | pigs and dogs                           | cattle, sheep, pigs and dogs                       |

## Review

**Skills:** Vocabulary clustering

Students put the words from the **key words** boxes on the mind-map. An example of the 'development' part of this mind map is below.

## Example answers:



**B.** Divide the class into 3 or 4 groups. Students prepare questions using the information in this chapter. Each group asks their questions to the other groups. The winner is the group with the most correct answers.





### 3. Colonialism and Independence

| Concepts   | Skills practiced              |
|--|-------------------------------|
| Colonialism and imperialism  | Advantages and disadvantages  |
| European exploration of Asia and trade   | Reading comprehension         |
| European conquest  | Information processing skills |
| Impact of colonial rule  | Timelines                     |
| Nationalism  | Imagination                   |
| Challenges for the new nations   | Role play                     |
|  | Making a story                |
|  | Making questions              |
|  | Drawing                       |
|  | Map skills                    |
|  | Prioritizing                  |
|  | Using tables and charts       |
|  | Making outlines               |
|  | Decision making               |
|  | Interview skills              |
|  | Problem solving               |
|  | Presentations                 |
|  | Expressing an opinion         |
| <b>At the end of this chapter the students will be able to:</b>                          |                               |
| Describe the events and factors that lead to colonialism                                 |                               |
| Identify the countries that were colonized in Southeast Asia                             |                               |
| Describe the impact of colonial rule on Southeast Asian nations                          |                               |
| Discuss separately economic, political, and social processes in relation to colonialism  |                               |
| Discuss factors that influenced nationalism  |                               |
| Identify the ambitions of nationalists in the first half of the 20 <sup>th</sup> century |                               |
| Know about nationalist struggles in Vietnam and East Timor                               |                               |
| Discuss the challenges that the newly independent nations faced                          |                               |

# 3. Colonialism and Independence

## 3.1 INTRODUCTION

### Preview

Ask students what they know about the Straits of Malacca. Use the map of Asia on the previous page to locate the Straits of Malacca. (*between Malaysia and Indonesia*)

After they find it on the map, ask them why they think the conversation about colonialism starts with the Straits of Malacca. The purpose is to get the students to see that the Straits of Malacca was the great gateway into Southeast Asia. As soon as the Europeans discovered it, they began expanding their trade with Asia and trying to gain control over it.

### Possible answers:

*Empire of Malacca (15th– 16th centuries AD), present day Malaysia*  
*The shortest water way between the Pacific and the Indian oceans*

### Brainstorm

**Skills:**  
 Advantages and disadvantages

A. If students are having difficulties with this question, have them look at the map again.

### Answers:

*Malaysia, Indonesia, Singapore*

B. Brainstorm some answers with the students. There's no right or wrong answers at this point, just see what the students can come up with. Encourage students consider the strait's geographical location in relation to Europe, Asia, Southeast Asia, India, and the Pacific. Ask the students: "If you were trying to get from India to China by sea, what route would you choose? Why?" Would you rather go by sea or by land? Why?

### Group work

**Skills:**  
 Advantages and disadvantages

Students in small groups fill out the advantages and disadvantages.

### Possible answers:

| Advantages  | Disadvantages                    |
|---|----------------------------------|
| Strategic location between the Indian and Pacific oceans  | Vulnerable to invasions from sea |
| Convenient for trade with other countries   | Appealing location for invaders  |
| Can control other nations' trade by collecting tax, as the ships need to go through the Strait of Melacca |                                  |
| Can increase the power of the empire by controlling the Strait of Mecacca (political influence)           |                                  |
| Good for developing fishing industry  |                                  |

Now give students more time to read all the text and ask them if they can add anything else to the advantages/disadvantages chart. Point out to the students that the advantages of having a city on the Straits of Malacca are at the same time also its disadvantages. Unless the nation controlling the Straits has sufficient political weight and military power, they would be very vulnerable to invasion, as the location is so appealing.

### Discussion

Let the students read the discussion questions and ask for their opinion. If they can't think of anything right away, get them to look at the 'advantages/disadvantages' chart they have just filled out. The 'advantages' part of the chart gives some answers to this question.

### Example answer:

*The Straits of Malacca is located strategically for economic as well as for political control of the region as it lies on the shortest sea route from Europe and India to Southeast as well as East Asia.*





## Exercises

**Skills:** Timelines,  
reading  
comprehension

### Answers:

A.



**B.** The Straits of Malacca are located on the main trade route from Europe and India to China and the Pacific Islands (such as the Spice Islands). Throughout history, whoever controlled this key sea passage could collect tax from the traders taking their ships through the Straits.

**C.** Often traders did not want to take their ships all the way through the Straits of Malacca because it took a long time to wait for the Monsoon winds. Instead, they unloaded their goods and sold them in Malacca. They could then buy other goods they were interested in. For example, a trader from China might carry tea and silk from China. He would sell these in Malacca and instead buy cotton from India and guns from Europe.

**D.** Many nations competed for control of Malacca both because they wanted to collect tax from ships passing through the Straits, and because they could charge tax from traders buying and selling in Malacca.

**E.** The Europeans in the 16<sup>th</sup> century were particularly interested in controlling the Straits of Malacca because of the spice trade. They wanted to buy spices as close to the where they were made as possible. Then they could take them to Europe and get a lot of money for them. All the spices had to be taken through the Straits of Malacca, so whoever controlled it, controlled the spice trade.

## Discussion

**Skills:**  
Imagination,  
applying  
information

### Example answers:

**A.** The Straits of Malacca were a 'relatively' safe route because there were still many dangers to seafarers, such as pirates. Pirates knew that most ships passing through the Straits carried valuable goods. The Straits was a narrow space where it was easy for the pirates to chase trading ships that were too heavy to move very quickly. At the same time, ships passing through the Straits could avoid the storms in the open ocean. However, there were still occasional powerful storms even in the Straits.

**B.** The Monsoon winds are seasonal winds that predominate in the Indian Ocean. The Northeastern Monsoons are from about November to May and the Southwestern Monsoons are from about June to September. For sea travel in the Indian Ocean and the Straits of Malacca, this means that you can travel from the South China Sea up the Straits of Malacca during the Southwestern Monsoon (or between June and September), and the other way – from the Indian Ocean down the Straits – during the Northeastern Monsoon, between November and May.

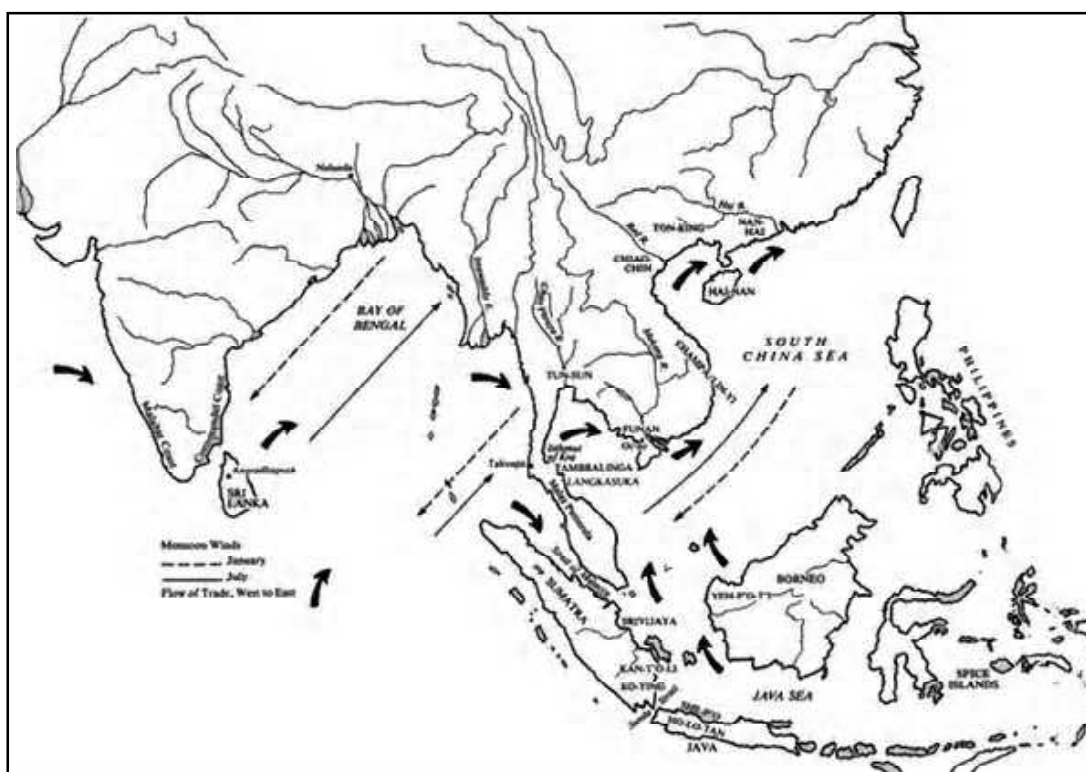
## Exercise

Students read the texts and complete the chart - answers are on the next page.

## Answers:

|   | Where are they going?               | Why are they going there?  |
|---|-------------------------------------|--|
| 1 | <i>The Malay Peninsula</i>          | <i>To trade silk and porcelain from China and textiles from India</i>  |
| 2 | <i>Malacca</i>                      | <i>To convert Malaccan people to Islam.</i>  |
| 3 | <i>Islands in the Pacific Ocean</i> | <i>To force local people to sell spices cheaply, so they can make a large profit selling them in Europe.</i> |
| 4 | <i>The Spice Islands</i>            | <i>To trade rice and textiles for spices in Moluccas.</i>  |

This map shows routes traders followed on their way to Southeast Asia.



### Group work

**Skills:** Roleplay

The roles are taken from the reading texts in the previous exercise. Students should think of slightly different ideas, not just repeat the same stories.

There are several ways to do this activity. You can use it as a free writing exercise – get the students to choose one role and to write a short story (a paragraph would be enough) about their imaginary trip. They can then share their stories with the class or with their group.

Another way to do this is to get each group to choose a role and make a presentation for the other groups. Encourage the students to use their imagination!. You could also give it as homework or as an independent assignment.

## 3.2 EXPLORATION AND TRADE

### Preview

**Skills:** Imagining,  
making a story

The purpose of this preview activity is to get students to summarise what they learned in the previous section.

#### Possible answer:

*European imperialism started with their interest in spices from Asia. European powers wanted to control the spice trade. Controlling the Straits of Malacca was the first step to the domination of all trade that went through the Indian Ocean as it was the most direct route to East and Southeast Asia, as well as to the Pacific Islands.*

### Exercise

**Skills:**  
Rephrasing

#### Answers:

- A.** *Self-sufficient means relying on yourself, not needing any help of involvement from outside. You are self-sufficient when you have or can make everything you need yourself.*
- B.** *After about the 15<sup>th</sup> century economies of Asian nations became more reliant on trade with the West, less self-sufficient. This did not happen very quickly. It started with slowly expanding trade with westerners in such commodities as spices, textiles, gems, tea, etc. and by the 19<sup>th</sup> century ended in complete control by European powers. At this stage Asian economies largely depended on sale of raw materials*
- C.** *Western imperialism in Asia started in the 15th century when European explorers and merchants tried to find a sea route to India in order to start direct trade between Europe and Asia in spices.*

### Group work

**Skills:** Asking  
and answering  
questions

Divide the class into two groups. Group A reads Text A; Group B, Text B. Then give questions about text A to group B and questions about text B to group A. Have a cross-conference where groups A and B take turns asking each other questions. Groups explain their texts to students from the other groups.

#### Answers:

##### A.

- 1.** *They realised the world was round*
- 2.** *Cotton cloth from India, silk from China, spices from the Spice Islands*
- 3.** *Cotton is grown and then made into cloth; silk is grown from the silk worm (the silk worm makes silk thread when it makes the cocoon for itself), then silk is rolled into thread and woven into cloth; spices are grown, then dried.*
- 4.** *All these goods were very expensive in Europe, so the explorers and traders who brought silk and spices to Europe could make their nations very rich. They could build more ships and expand their presence in Asia.*
- 5.** *They used force when they wanted to get control over territories in other countries.*



**B.**

1. *England, France, Spain, Portugal, and Holland. But these were mostly trading colonies - they did not yet control the entire nations in Asia at that time.*
2. *Slaves from Africa*
3. *The Industrial Revolution started in Europe.*
4. *England*

**Group work**

**Skills:** Ordering  
information

Put the students in 4 groups. Students look at the pictures, and put them in order according to Texts A and B.

**Answers:**

*c, b, d, a*

**Discussion**

**Skills:** Reading  
comprehension

Discuss these questions with the students to review this section.

**Answers:**

- A. *Spices, like pepper, nutmeg, cinnamon, etc., manufactured goods: cotton textiles, silk, porcelain, as well as tea and coffee.*
- B. *They established trading posts and used force to start taking control over areas of land to grow crops. They also fought among themselves for control of different areas all over Asia.*
- C. *In the 1700's control of land in Asia expanded and plantations were set up using slave labour from Africa. This provided the money necessary to start off the Industrial Revolution in Europe. Asia was now used as a source of raw materials and a market for manufactured goods from Europe.*

### 3.3 CONQUEST AND SETTLEMENT

#### Brainstorm

**Skills:**  
Guessing

Get the students to try to predict about the 'Conquest and Settlement' stage of colonialism.

Put their ideas and predictions on the board.

Now read the paragraphs below and ask the students if their predictions were correct.

If you want to practise this text more, do it as a 'running dictation'. You might want to have two groups of students do one paragraph, and two other groups do the other, to save time. Make sure students close their books for this activity!

#### Running dictation activity:

*Students work in groups. Each group has one 'secretary', the rest are 'messengers'. Clip a text to the board, but so that the students can't read it from their seats. The messengers run up to the text, read as much as they can memorise, run back to their 'secretaries' and dictate the text. Then they run back to the text for the next part, until the secretaries have got the whole text written down. Groups read out their texts and compare what they have. They could swap papers and mark each other's work - the one with the fewest errors wins.*

When the students have finished, get them to quickly read the other group's paragraph, as they will need the information in order to answer the questions in the following group work.

#### Group work

**Skills:** Reading  
comprehension

Students answer the questions in groups based on the text.

#### Example answers:

- A. Minerals, palm oil, rubber, timber
- B. Mostly Asia and Africa
- C. Engines, clothes, tools, weapons
- D. Sell them to other countries

#### Group work

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

After students have answered the questions, get them to draw pictures or diagrams to demonstrate the text. Groups share their pictures with each other.

Alternatively, for students who don't like/want to draw, make this into a free writing activity. Students can choose to write about the European expansion and the Industrial Revolution. They can write anything they want and in any language, as long as they don't copy the text in this module!

**Discussion****A. Possible answer:**

*They used military force to establish formal colonial control over Asian nations. This way they could control their economies and make sure they had access to their markets.*

**B. Put a chart on the board:**

| Exploration and Trade | Conquest and Settlement |
|-----------------------|-------------------------|
|                       |                         |

Get the students to put everything they have learned in the past lesson or two into this chart. Then get them to formulate their answer in groups

**Example answers:**

*During the Exploration and Trade stage, Europeans wanted to buy good manufactured in Asia (and other parts of the world). They also started setting up some trading posts and got control over small parts of land.*

*During Conquest and Settlement stage, Europeans were more interested in selling their own manufactured goods in the colonies, rather than buying goods from the colonies. They only wanted to buy raw materials for industries in their own countries. During this stage Europeans also took control over much more land and governments of the colonised nations.*

**Group work**

**Skills:** Ordering information

In groups, students put the events in order.

**Answer:**

*b, e, a, d, c*

**Map work**

Ask the students first to do this activity for homework. In class, get the students to compare their maps in a small group or with a partner.

**Answers:**

- 1 – Controlled by Britain*
- 2 – Independent*
- 3 – Controlled by France*
- 4 – Controlled by the Netherlands*
- 5 – Controlled by Portugal*
- (The Philippines were later controlled by the USA)*





## Exercise

Students read the text and discuss and answer questions in small groups or with a partner, or they can do it for homework.

### Answers:

- A. *Japan was mostly interested in Southeast Asia's natural resources.*
- B. *They thought they would liberate them from the European rule and would be better for them as fellow Asians.*
- C. *Gaining independence.*

## Free Writing

**Skills:**  
Processing  
information

Give the students 10-15 minutes to write anything that comes to their mind about the stages of colonialism or anything they've learned in this chapter. The questions in the student book are just ideas; students don't have to answer them when they write. They can write anything they want. Encourage the student to write in any language they like.

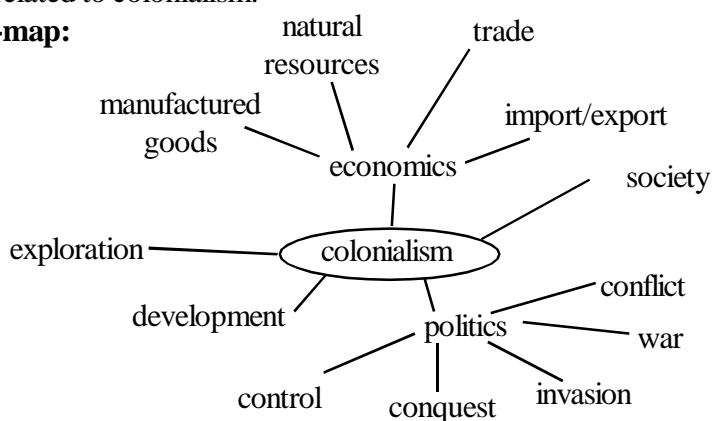
## 3.4 IMPACT OF COLONIAL RULE

### Brainstorm

Put the word 'colonialism' on board and get the students to brainstorm all the information they can think of about colonialism. Organise the information the students come up with as a mind map.

This mind map can include a review of ideas students have learned in section 2 of this chapter, as well as any other ideas related to colonialism.

### Example mind-map:



### Discussion

A. This is just a question for discussion. You can just ask the class, or you can get the students to discuss the question in groups first.

### Example answer:

*During the exploration and trade stage of colonialism, the life of ordinary people was probably not affected much. Rulers and merchants were able to profit from trade with Europeans. During the conquest and settlement stage, some people might have lost some of their land when Europeans took over. At the same time, more jobs were created with Europeans setting up plantations in the colonies. Europeans brought new religions with them. As colonial governments became more and more powerful, education systems were affected, and railroads and other infrastructure developed in certain areas.*

B. If students have trouble answering this question, refer them back to the mind map on the board. After students read the paragraphs about economic input, ask them if they can add anything to their answers to question A.

### Group work

**Skills:** Prioritising

In groups students quickly outline the main points of the economic impact of colonial rule based on the text.

**Example outline:**

- *introduction of cash crops*
- *dependency on European markets*
- *introduction of cheap factory-made European goods*

### Brainstorm

Get the students' ideas about the social and political impact of colonialism.

**Group work**

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

**A..** Students read the two paragraphs in groups and then answer the question about the two styles of colonial government.

**Answer:**

*In some countries, such as East Timor, the colonial government used the local administrative structures to govern the colony. In other places, such as India, the colonisers replaced the local leadership structure with European administrators.*

**B.** Put a blank chart on the board. Students fill out the chart in groups. Ask some students to come to the board and fill in their answers.

**Example answers:**

| Economic impact  | Political impact   | Social impact  |
|--|--|--|
| Plantations set up to grow cash crops – local economies become dependent on European economies. Competition from cheap factory-made goods from Europe damaged local crafts and caused dependency on European goods | Nations lost their political independence. European rule introduced borders between countries. Locals were discouraged from participating in politics – they could not take responsibility for their country | Western-style education was introduced – some people received western education and learned about such ideas as nationalism. Western religions, such as Christianity were introduced |

**Exercise**

**Skills:** Summarising

Students read the four paragraphs and write summaries. Encourage the students to use their own language for this exercise.

**Example summaries:**

- In some colonies local leadership systems were used for administration. This helped preserve the traditional social structure and encouraged self-reliance.*
- In other places these systems were substituted with administration by the colonisers. This helped destroy the local social structures.*
- The colonisers built up infrastructure and education in the colonies. Ultimately, this contributed to the development of nationalism*
- One impact of colonialism was the establishment of clear borders between nations in Asia. This new development contributed to diminishing independence of minorities living in the border areas.*

**Group work**

**Skills:** Reading for specific information

Students in groups discuss the British colonial influence on India.

**Answer:** *economic*

**Answers:**

**A.** *British factory-made goods*

**B.** *Tea, coffee, pepper, cotton, etc. (cash crops)*

**C.** *This discouraged traditional Indian industries and crafts and destroyed traditional Indian economy.*

**D.** *(3) is the accurate outline of the text.*

*Discuss with students why the other options are not good outlines:*

*(1) has India and Britain mixed up*

*(2) has the order mixed up*

*(4) is just the first paragraph of the text copied out in bullet-form*

**Exercise**

**Skills:** Reading comprehension, outlines

**Discussion**

**Skills:** Applying information, decision making

**Possible answers:**

*It is mostly about the economic impact of colonialism on countries like India in the 18<sup>th</sup>-19<sup>th</sup> centuries. This story also mentions some other aspects of colonialism such as social impact: the family in the story loses a lot of its social status; the level of education in the family will become lower because they will lose their weaving skills and the children will miss out on school.*

*It is hard to say what is better. People who make things by hand learn skills, they also make income. But factory-made things can be cheaper, so many people prefer to buy them because they can afford them. But there are many disadvantages to factory-made goods. For example, people believe that they are somehow better than traditional goods made by hand. As a result, people will buy factory goods and this will discourage traditional handicrafts and they might disappear. This does not benefit culture.*

**Group work**

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

Divide the class into teams, A and B. Get both teams to prepare questions they would like to ask Raina about her life based on the case study.

Now each student from Team A sits with a student from Team B. Students act out the role play. Then they exchange roles.

**Example questions** (these are only some of the questions students might want to ask):

*Where did you learn to weave?*

*What did you do with the fabrics you made?*

*How has your country being colonised affected your life? The life of your family?*

*Do your children go to school?*

*Did you go to school?*

*What's your job now?*



**Discussion****Skills:**

Summarising,  
reading for specific  
information, problem  
solving

**Example answers:**

- A.** *The story is about a local family that ended up losing their land because their country was colonised. The family's livelihoods were affected when the Dutch caused the prices on rice to fall and also the colonial government introduced high taxes whether the harvest that year was good or bad. The family could not afford to pay taxes and ended up having to sell their land and go to work as labourers on a plantation that was started on what used to be their land.*
- B.** *The Dutch were able to keep the rice prices down because every year they bought rice from many different countries. If the harvest was good in one country, the rice would be cheap in that country and the Dutch would only agree to buy rice from that price from any country. That kept prices low everywhere.*
- C.** *The advantage of the local prince over the colonialists was that the prince would make people pay less tax on a bad harvest year. The colonialists charged the same tax any year. The local people felt it was easier to negotiate with the local prince.*
- D.** *The family was forced to sell their land because they could not afford to pay taxes. They sold their land to use the money to pay the tax.*
- E.** *Possibly, if the local communities united with their traditional rulers, they could resist the colonisation of their country. Maybe local people could prevent their rulers from making deals with the Europeans which lead to them taking complete control over the country.*

### 3.5 GROWING NATIONALISM

## Preview

Ask the students what they think 'nationalism' means. Put their ideas on the board.

Have a free-writing activity for 5 minutes to see what the students come up with. Reassure them that they don't need to worry about grammar, sentences, or being correct. You can do this activity in any language. As the students write, go around and see what they are coming up with.

## Discussion

Have a discussion about how the students understand nationalism, based on what they wrote. Consider questions like:

- Does nationalism mean being against other nationalities?
- Is nationalism about wanting to dominate other ethnic groups?
- Is nationalism only about independence?

## Discussion

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

Give students 10 minutes to read the text and the questions. Have a class discussion

### A. Possible answer:

*The nationalists in the colonised countries in the 1900s wanted to get independence for their nations.*

**B.** There is no one answer. There are many reasons. Brainstorm some reasons with the students.

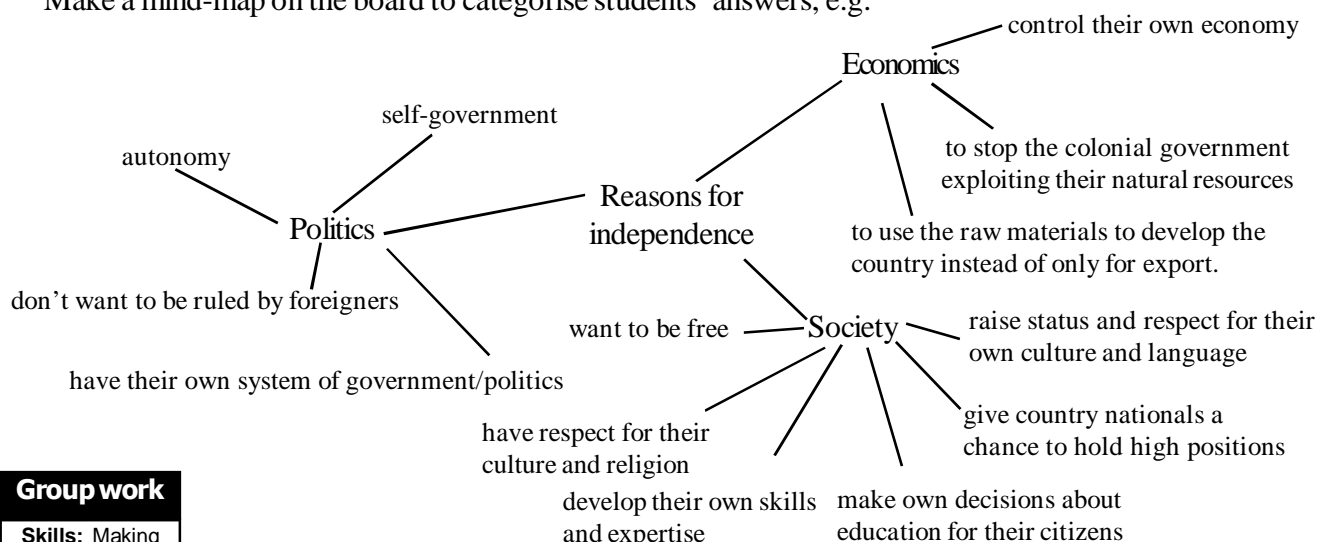
### Possible answers:

*To develop national economies and industries*

*To give people a chance to govern their own country*

*To develop national/ethnic education*

Make a mind-map on the board to categorise students' answers, e.g.



## Group work

**Skills:** Making presentations

Have a class competition. First, students in groups read the story about Zembla.

Now students prepare a presentation of Zembla Independence Party. Each group has to cover all the points listed in the students' book.

Give 20-30 minutes for preparation. You could get students to prepare in groups for homework.

Encourage the students to prepare posters, cartoons, or pictures to support their presentation.

Each group acts out their presentation. After all the groups have presented, have a vote to decide the winner. You can select a jury before the presentations and have the jury decide who is the winner.

**Preview****Skills:**  
Timelines,  
Scanning

The next text summarises events in Vietnam between 1940 and 1954, up to the beginning of direct involvement of the USA.

**A.** Copy the blank timeline from the students' book on the board. Elicit from students any events in the world they can think of between 1940 and 1954. Put them on the timeline.

You can use these events as examples:

*WWII – 1940-1945*

*1946 – United Nations established*

*1947 – Indian Independence*

*1949 – Beginning of Apartheid in South Africa*

*1953 – Joseph Stalin dies*

Now ask the students for events specifically in Southeast Asia and Burma. Put them in the timeline as well. This will get the students thinking about the period. You can use these events as examples:

*1949 – Siam becomes Thailand*

*1953 – Cambodia gets provisional independence*

*1948 – Burma became independent*

*1954 – French leave Vietnam*

*1950-1953 – Korean War*

**B.** Elicit any information about Vietnam during the period that students already know. Get students to scan the text to find all the countries that were involved in the history of Vietnam between 1940 and 1954. Discuss the role these countries played.

**Exercise**

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

Students answer the questions individually or in pairs based on the text.

**Answers:**

- A. *League for the Independence of Vietnam*
- B. *Because the French wanted to get back their control of Vietnam*
- C. *France was supported by the USA*
- D. *They lost at Dien Bien Phu*

Get the students to read the next two paragraphs in small groups.

**Exercise**

Students answer the questions in groups or for homework.

**Answers:**

- A. *No*
- B. *To divide Vietnam into North Vietnam and South Vietnam*
- C. *North Vietnam became Communist, South Vietnam was supported by capitalist nations*
- D. *They were afraid communism would spread to other countries.*

**Group work**

**Skills:** Timelines,  
summarising

A. Now go back to the timeline at the beginning of the Vietnam text. Students in groups complete it using the information from the text. Put a blank timeline on the board and as the students finish theirs, elicit information from them to put on board. Make sure they include these points:

- 1940 – the French give up control of Vietnam*
- 1945 – Ho Chi Minh announces Vietnam's freedom*
- 1946 – Ho Chi Minh's forces begin fighting against the French*
- 1954 – Dien Bien Phu – French leave Vietnam*
- 1954 – Geneva Accords divide Vietnam*
- 1965 – Numbers of US troops significantly increase*
- 1973 – US troops withdraw*
- 1975 – South Vietnam surrenders to North Vietnam*

B. Give the groups 5-10 minutes to discuss the obstacles that Vietnam faced in its struggle for independence. As the students are discussing, go around listening to their ideas. When they finish, make an outline on the board using answers from groups.

**Possible answers:**

- After the French left in 1940, Japan invaded Vietnam*
- After the Japanese were driven off in 1945, the French wanted to control Vietnam again.*
- After years of fighting, the French had to leave, but the USA and other European countries ordered Vietnam divided into North and South.*
- The Vietnamese people were also divided. Some supported the Communists, others the West and capitalism.*

**Exercise**

**Skills:** Matching  
information

**Answers:**

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

## 3.6 CHALLENGES FOR NEW NATIONS

### Discussion

Read the paragraph about challenges to the new nations and have a class discussion. Make sure the students understand the questions.

#### Example answers:

**A.**

*Many new nations faced economic problems, due to wars and political instability associated with the struggle for independence. Political problems were also severe, because in many cases people in the new nations were inexperienced in self-government and there were often many conflicting interests between different political movements inside the countries. These could be caused by ethnic, religious or social factors.*

**B and C:** *Burma would be one good example. Students should be able to outline the problems Burma faced after independence.*

*The examples described in this chapter, East Timor and Vietnam, are also typical of a post-independence situation. These countries were involved in years of civil-war or war with an invading country. These wars killed millions of people and devastated the countries' economies.*

### Preview

Elicit from students what they know already about East Timor.

### Group work

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

Now students are going to study the conflict in East Timor in some detail.

Get them to scan-read the five paragraphs to find all the participants of the conflict.

Put the students into three groups. Make three cards: 'East Timor' 'Indonesia' and 'Portugal' and give one to each group. Copy the blank chart from the students' book on the board. Get groups to supply their answers and put them into the chart. You might end up with something like this:

#### Possible answers:

| who               | what they wanted  | motivation  |
|-------------------|---|---|
| <i>East Timor</i> | <i>to get independence</i>  | <i>Self-determination, self-government, management of their own resources</i>               |
| <i>Indonesia</i>  | <i>to control East Timor</i>  | <i>Rich resources, not to give example of independence to Indonesian minorities</i>         |
| <i>Portugal</i>   | <i>to give up East Timor as colony quickly and easily- give it to Indonesia</i> | <i>Colonialism unpopular with the people of Portugal, don't want to take responsibility</i> |

## Preview

Ask the students what they know about what happened in East Timor after 1975.

### Answers:

*Briefly, Indonesian occupation lasted until 1999. East Timorese resistance continued throughout the years. With the help of UN peace-keeping troops Indonesia was forced to give up control in 1999. East Timor achieved full independence in 2002.*

More detailed information on east Timor's recent history:

Only Australia officially recognised the annexation but Indonesia's invasion was tolerated by the United States and other western countries. East Timor's resistance movement was violently suppressed by Indonesian military forces, and more than 200,000 Timorese were reported to have died from famine, disease, and fighting since the annexation. Indonesia's human rights abuses finally began receiving international attention in the 1990s.

Suharto's successor, B. J. Habibie, announced a referendum on East Timorese independence in 1998. The fighting between separatist guerrillas and pro-Indonesian paramilitary forces in East Timor got stronger.

On August. 30, 1999, 78.5% of the population voted to separate from Indonesia. After the referendum, pro-Indonesian militias and Indonesian soldiers burned down towns, slaughtered civilians, and forced a third of the population out of the province. After enormous international pressure, Indonesia finally agreed to allow UN forces into East Timor.

The UN Transitional Authority in East Timor (UNTAET) governed the territory for nearly three years. In April 2002, rebel leader Xanana Gusmão, was overwhelmingly elected the nation's first president and East Timor became an independent country.

## Exercise

### Answers:

**A.** *Siam, France, Japan, Vietnam (partially).*

**B.** *The Vietnam War caused a civil war in Laos. The North Vietnamese army supported the Pathet Lao insurgency and invaded parts of Eastern Laos. Also, Laos was bombed by the US which was trying to destroy the North Vietnamese bases in Laos. Later, the North Vietnamese army helped establish a Communist government in Laos.*

## Discussion

**Skills:** Giving reasons

**B.** *It was part of the Cold War. The Soviet Union and the US were competing for indirect control of nations in Asia. The Soviet Union tried to spread communism to as many countries as possible, including in Southeast Asia.*

**Exercise****Skills:** Compare and contrast**Answers:**

- A.** *Similarly to what happened in Laos, the North Vietnamese army started using Cambodia as a base for attacks on South Vietnam.*
- B.** *Indigenous insurgents supported by the North Vietnamese*
- C.** *The US*
- D.** *Vietnamese army overthrew Pol Pot's regime in 1979.*
- E.** *The Khmer Rouge insurgents were communist; therefore the Vietnamese supported them as their aim was to install a communist government in Cambodia (as in Laos).*

**Example answers:****Group work**

| similarities   | differences  |
|--|--|
| <i>Both Cambodia and Laos were colonized by France and were part of what was called French Indochina.</i>  | <i>While there are many similarities in the recent history of Cambodia and Laos, mostly due to their geographical location between Vietnam, China, and Thailand, and to regional politics, each of these Southeast Asian nations has its own unique culture and has had its own way of dealing with their situation.</i> |
| <i>Both were occupied by Japan during World War II, like many other Southeast Asian nations.</i>   |  |
| <i>Before achieving full independence from France both Cambodia and Laos had partial autonomy in the 1949-1950 period.</i>   | <i>The main difference in the events of recent history has been that Laos did not experience such violence at the hands of its communist government as Cambodia has.</i>   |
| <i>Both countries were drawn into the Vietnam War mostly because North Vietnamese army used their territory as their military bases.</i>                             | <i>While the communist Khmer Rouge in Cambodia have been ousted in 1979, Laos is still under a communist government.</i>   |
| <i>Both countries had communist insurgencies supported by North Vietnamese. And in both countries they came to power with the help of the North Vietnamese army.</i> |  |

**Free Writing**

Get students to write about colonialism in Southeast Asia. Encourage them to describe their own understanding of how and why it happened and what the result was. They can write about any aspect of colonialism or life in Southeast Asia they like. Encourage them to choose any language they like for writing. Have a discussion afterwards.

**EXTRA SECTION**

Students can use *Burma's Struggle for Independence* for independent work on this.



## 4. Religion in Southeast Asia

| Concepts:  | Skills practiced:      |
|--|------------------------|
| The importance of religion in Southeast Asia                               | Applying information   |
| Animism  | Expressing an opinion  |
| New religions  | Making examples        |
| The spread of religions in Southeast Asia and their integration            | Chart work             |
| Buddhism   | Reading comprehension  |
| Christianity   | Compare and contrast   |
| Islam  | Developing an argument |
| Hinduism   |                        |
| <b>At the end of this chapter the students will be able to:</b>            |                        |
| Identify the main religions in Southeast Asia and their origins            |                        |
| Identify the basic features of Hinduism, Christianity, Buddhism, and Islam |                        |
| Recognise how the 'new religions' have integrated with animism             |                        |
| Compare and contrast religions   |                        |
| Roughly trace the way religions have arrived in Southeast Asia             |                        |

## 4. Religion in Southeast Asia

### 4.1 ANIMISM

#### Brainstorm

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

Elicit students' ideas about what they think religion is. Put some answers on the board. Let the students compare them. Did they come up with some very different answers or are they more or less the same? If you like, give students a couple of minutes to discuss this in groups before asking for their answers.

Brainstorm a list of all religions the students can think of.

Put a blank table on the board and elicit information from students to put in it. Don't worry if not everything is correct. As you move through this chapter, remind the students to go back to this chart and add any new information they have learned.

The table below is just for your information. Don't show it to the students, especially before you finish this chapter. The students might come up with more religions or other ideas about the religions in this chapter.

| Religion            | When did it originate?   | Where did it originate?                           | What are the main beliefs?  | Where do most of the followers live now?   |
|---------------------|--|---|---|--|
| <b>Animism</b>      | <i>Hard to estimate, developed with particular indigenous cultures</i> | <i>Separately in different areas of the world</i> | <i>Things in nature have spirits and can influence people's lives. Animist <b>cults</b> differ from place to place. Even a very small community can have their own <b>version</b> of animism.</i> | <i>Most followers of animist cults now live in Southeast Asia and Africa; some also live in South America and near the North Pole.</i> |
| <b>Hinduism</b>     | <i>About 3,000 years ago</i>   | <i>India</i>                                      | <i>Hindus worship many different gods and they believe in <b>reincarnation</b>.</i>   | <i>Mostly in India and on the island of Bali.</i>  |
| <b>Buddhism</b>     | <i>About 2,500 years ago</i>   | <i>India</i>                                      | <i>All people can <b>attain</b> enlightenment and stop suffering.</i>   | <i>Throughout Southeast and East Asia and in Tibet and Mongolia.</i>   |
| <b>Islam</b>        | <i>About 1,500 years ago</i>   | <i>Middle East</i>                                | <i>God revealed himself to Prophet Muhammad. The Qu'ran is the holy book of Islam.</i>  | <i>Middle East, North Africa, Central Asia, Southeast Asia, India, and smaller communities throughout the world.</i>                   |
| <b>Christianity</b> | <i>About 2,000 years ago</i>   | <i>Middle East</i>                                | <i>Jesus Christ is the son of God. He died to redeem people's sins. The Bible is the holy book of Christianity.</i>   | <i>In every part of the world.</i>   |

#### Discussion

**Skills:** Compare and contrast

After the students read the text about Animism, discuss any ideas they might have about animist cults. There are no correct answers to the questions in the students' book; just discuss students' ideas.

## 4.2 NEW RELIGIONS

### Preview

Before the students read the text, ask them what they think ‘new religions’ might be. Why are they called new religions?

### Discussion

After students read the first few sentences, ask them why they think people started converting to new religions. Again, there is no one correct answer. Some possible answers could be these, but students don’t necessarily have to agree with them.

#### Possible answers:

- *New religions were made to sound appealing by the missionaries and traveling merchants or colonialists.*
- *People in Southeast Asia thought that the new religions would bring them better lives.*
- *Often, new religions brought advantages such as formal education and other lifestyle changes.*
- *New religions might offer some political advantages.*
- *Animist peoples might be affected by their neighbours who follow any of the new religions.*

### Discussion

**Skills:** Applying information

Discuss the excerpt with the students. Discuss the examples of the mixing of religions.

#### Answers:

*‘She would kill a chicken ...offering its blood ... to the spirits of the farm after each Mass of thanksgiving.’*

*‘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 therewere also smaller gods.’*

### Discussion

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

Ask the students if they can find similar examples in their life. You might get the students to discuss this in groups first, depending on the students' preference. The purpose of these questions is just to get the students to think about their own experience and beliefs.

### Group work

**Skills:** Chart work, reading comprehension

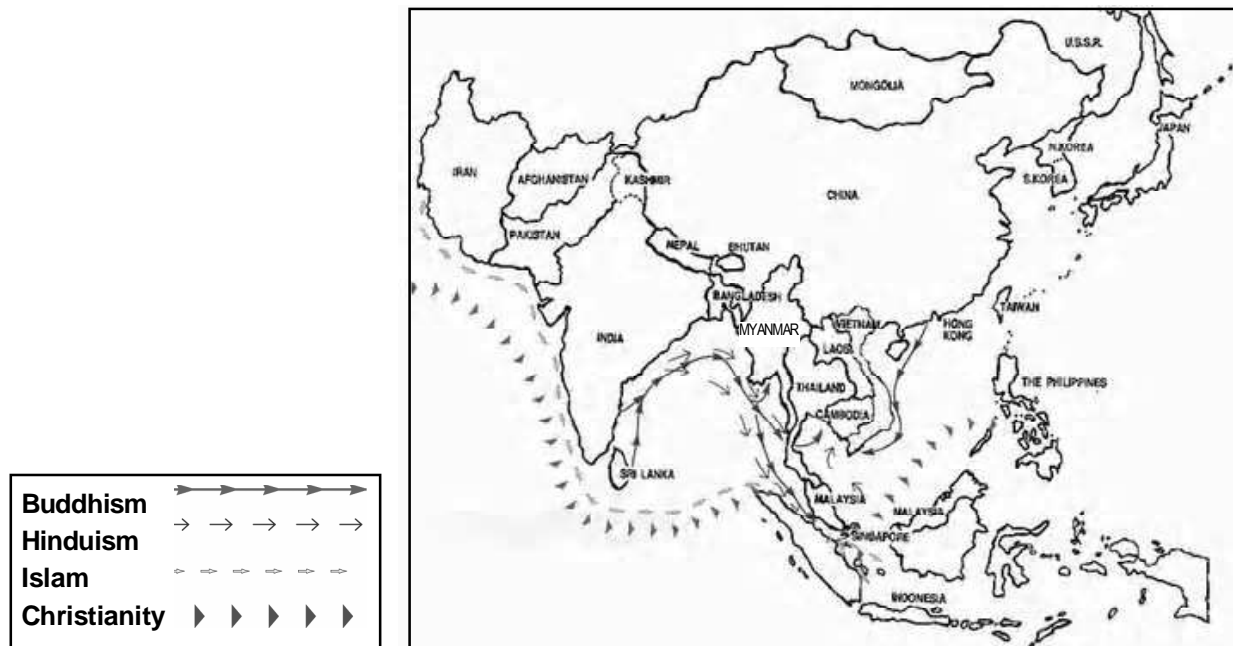
Put the students in four groups. Each group chooses one of the new religions to read about. Put the table from the beginning of the chapter on the board again. As groups read their texts, they can put the information in the table on the board. Discuss similarities and differences between religions. Make sure all the students read all the texts for homework.



## Map work

Students do the map work activity in small groups or with a partner.

**Answer:**



## Group work

**A.** First you might want to discuss differences and similarities between the different ‘new’ religions. Encourage students to use the information they put in the chart.

**Possible answers:**

| similarities   | differences   |
|--|---|
| <i>None of the ‘new’ religions originated in Southeast Asia.</i> | <i>Islam, Buddhism, and Christianity follow the teachings of one person, while Hinduism doesn’t have one specific person or prophet who developed it.</i> |
| <i>All the ‘new’ religions were developed by men, not women.</i> | <i>Islam and Christianity believe in one God, while Hinduism believes in many gods.</i>   |
|  | <i>Some Buddhists differ in the way they think about Buddha – some think he is God, but some believe there is no one god, but God is everything.</i>      |
|  | <i>Hinduism is much older than the other ‘new’ religions.</i>   |

**B.** Students discuss the differences and similarities between the new religions and Animism.

**Possible answers on next page**

These are just some ideas. Students might agree or disagree with these. They may also have other ideas.

**For Debate and Group work instructions, see the next page.**

| similarities   | differences  |
|--|--|
| Hinduism is much more similar to Animism than any of the other religions mentioned here because it developed directly from indigenous stories and traditional beliefs. | Animist cults are much older than any organised religions.   |
| Hinduism is similar to Animism in that it worships has many deities (small gods) for different purposes, including many female gods.                                   | Most organised or 'new' religions have originated in one particular place and spread throughout the different parts of the world, while animist cults are very local and can vary even from one village to the next. |
| Animist beliefs often strongly affect the new religions even after people convert.   | 'New' or organized religions usually have a written record, while animist tradition is almost always oral.   |
|  | A lot of animist cults have female gods while not many 'new' religions do.   |

### Debate

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

Have a debate about religion.

There are three suggested options, you might do one of them, or both, or you might come up with your own debate topic. The three options here are very similar, and have similar arguments for and against.

For either topic, divide the students into teams A and B. For large classes, have more groups – A1, B1, C1, A2, B2, C2 etc. You want between 3 and 5 students in each team. Team A agrees with the statement, Team B disagrees. Give students time to prepare their arguments. Have a debate in class. While the students are preparing their arguments, you might help them with some of these arguments, if they are having trouble. These are example arguments for topic 1.

### Example arguments for:

*It is important to learn about other religions because you can better understand other people.*

*Many people around us follow different religions.*

*If you know about other religions, you might understand your own religion better.*

*If you know more about other religions, you will know more about the world.*

*If you know about other religions, you might avoid conflict.*

*Learning about other religions can promote peace and understanding.*

*If you know about other religions, people will respect you.*

*If you know about other religions, you will get along with people better.*

### Example arguments against:

*You don't need to learn about other religions because you already have one.*

*Other religions are not important, because your own religion is the best.*

*People who believe in other religions are wrong.*

*If you learn too much about another religion you might change your faith.*

*God doesn't want you to learn about other religions.*

*There's too many religions in the world to learn about.*

*All people, in my community follow the same religion.*

*It's very confusing to have to learn about different religions.*

### Group work

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

Students prepare presentations about different religions. Each group picks a religion. You can either let students choose a religion for this activity, or assign them to groups. Decide if it's better for the students to present their own religions or do research and present on a new religion so that they can learn in the process. Make this into a community project. Send groups of students out to interview people in the community who follow other religions. Get students to talk to old people to find out more about Animism. Even if there are no Muslims, Hindus, Christians and/or Buddhists in the class, there may be some living nearby, so students can go and talk to them. If this is not possible, get students to research some literature about Hinduism for their presentation. After students have done their interviews and research, they make presentations in class. You might want to do them all on one day, or spread them out throughout one or two weeks.

## 5. Geography of Southeast Asia

| Concepts  | Skills practised             |
|---|------------------------------|
| Geography of mainland Southeast Asia  | Reading comprehension        |
| Geography of island Southeast Asia  | Map skills                   |
| Climate of Southeast Asia   | Drawing                      |
| Natural resources and management  | Analysing                    |
| Cultural diversity  | Expressing opinions          |
| Southeast Asia on the map   | Free writing                 |
| Land and land use in Southeast Asia   | Matching                     |
| Wet rice cultivation  | Problem solving              |
| Shifting cultivation  | Developing an argument       |
| Intensive agriculture vs. extensive agriculture   | Presentation                 |
| Cash cropping   | Cause and effect             |
|   | Making outlines              |
|   | Compare and contrast         |
|   | Advantages and disadvantages |
| <b>At the end of this chapter the students will be able to:</b>                             |                              |
| Identify the countries, cities, and bodies of water on the map of Southeast Asia            |                              |
| Identify the geographical factors affecting life and development in mainland Southeast Asia |                              |
| Briefly discuss the climate of Southeast Asia   |                              |
| Briefly discuss the importance of natural resources   |                              |
| Discuss how the geography of Southeast Asia affects cultural and ethnic diversity           |                              |
| Identify the differences between wet rice and shifting cultivation                          |                              |

### 5.1 WHAT AND WHERE

#### Exercise

**Skills:** Reading for specific information

Students read the text and answer the questions

**Answers:**

A. Rivers, mountains

B. Himalayas, Southern China

#### Exercise

**Skills:** Map skills, drawing

Give out sheets of paper for students to draw maps. Give out some marker pens if you have them. Students work in groups but each student makes their own map sketch. Make sure students don't look at the map in the book. This is not a test, just a way to start the students thinking about the location of countries. After they have finished they can compare their maps with the map in the book and with the other groups. If you like, get the students to put their maps around the classroom and have a competition for the most accurate map.



### Discussion

**Skills:** Classifying  
information

Elicit from students the different ways in which geography can affect the lives of people. You can put the words *mountains*, *rivers* and *oceans* on the board and note the ways in which each of these influence people's lives according to the students' answers.

This is a good way to review chapter II (introduction to Chapter II – the advantages and disadvantages of having a settlement on a major waterway)

#### Possible answers:

*Being located by the ocean opens up a lot of options for trade. Nations that control big ports can benefit from taxing the ships that come through with goods. Another benefit is fishing. Rivers have huge importance for the local communities: fishing, fertile soil, and water for irrigation are just some advantages. There's also a danger of floods.*

*Mountains contribute to very distinct communities that have been isolated in the mountains for hundreds of years. Mountains can protect from attacking invaders. Mountains also contribute to certain special ways of agriculture.*

Get the students to discuss what importance geographical location plays in the lives of their people.

### Exercise

**Skills:** Reading  
comprehension,  
analysing

Students read the text and answer the questions.

#### Answers:

**A.** *The "Ring of Fire" is called that because when volcanoes erupt, fire comes out. Volcanoes are situated in a ring in the ocean, so if you looked from very far away it might look like a ring of fire.*

**B.** *The land around volcanos is very fertile because of volcanic ash.*

### Discussion

**Skills:** Expressing  
an opinion

The geography of island Southeast Asia might be less familiar to the students than mainland Southeast Asia, so encourage them to use their own ideas in this discussion.

### Preview

**Skills:** Free  
writing

This is a free writing activity. Remind the students they don't need to worry about grammar or sentences, but to put down ideas that come to their mind. Encourage the students to write in any language they feel comfortable in.

### Discussion

**Skills:** Checking

Give students a few minutes to read the text and compare it with the notes they have made. Ask them what they can add to the text from their own knowledge.

*Students might talk about the importance of rain for agriculture, or dry season for harvesting and travel.*

### Preview

Discuss what students know about natural resources and what they are. Get them to list some examples.

**Example answers:**

*Renewable resources (you can use them and they will grow or appear again): forests, water, crops/plants*

*Non-renewable resources (once you've used them up, they are gone): minerals, oil, metals*

### Discussion

**Skills:** Expressing opinions, applying information

Students to discuss these questions in groups briefly. They can put down any answers they can think of, whether they are correct or wrong. If they don't know an answer, just skip the question. This is just a brainstorming activity to prepare them for what they are going to read next. They can check the answers after the next activity.

### Group work

**Skills:** Matching, analysing

Get the students to match the questions in the previous brainstorm activity with the answers in the boxes.

**Answers:**

**1. H   2. A   3. E   4. C   5. B   6. D   7. F   8. E   9. G**

## Exercise

Discuss issues related to logging in Myanmar. Students brainstorm the answers to these questions. Put their ideas on board.

### **Possible answers:**

**B.** *Rivers dry out, soil erosion, animals lose their habitat, climate warming, soil dries up and becomes unsuitable for farming.*

**C.** *Countries that invest in Myanmar's natural resources. China, Thailand, Japan, Britain and France, amongst other countries, are all making money from Myanmar's natural resources in the form of logging, oil and gas, and gems.*

### Group work

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

Students prepare presentations in groups. Make sure the students present clear arguments in their presentations. If you have any resources in a library, or any other supplementary resources (environmental magazines, newspapers, the internet) you can get the students to do some research on this topic first.

You might start by discussing some possible solutions related to sustainable development:

- local control of natural resources
- government policies, such as limitations on fishing: no fishing during/in places of breeding, limitations on foreign businesses fishing in Myanmar waters
- forest preservation policies: only cut down as many trees as can grow back, or plant more
- small scale dam projects instead of big dams
- environmental education

If you think this is too difficult for the students, just get them to discuss the ideas above in groups. Each group can discuss one idea and then explain to the other groups how they understand it. Use any language students like for this discussion.

### Group work

**Skills:** Cause and effect

A. Students in groups discuss the situation of different minorities of Myanmar in relation to their geographical location and way of life. Encourage the students to talk about different ethnic groups.

### Answers:

*The map on the left contains some information about where Myanmar's largest ethnic groups live, but it is not possible to get complete and accurate information about this. Students might talk about the fact that most ethnic groups in Myanmar live in the mountainous areas. This geographical position contributes to relative isolation. People live in small communities and maintain their traditional way of life. For example, Kachin people, who live high in the mountains in the north, maintain their traditional complex tribes and clan system that regulates marriage customs and the whole life of the community.*

B. Get the students to make some similar examples about other countries (Thailand? Cambodia? Vietnam? Maybe even Southern China).

### Example answers:

*In Thailand there are lots of minorities and hill tribes. A lot of them live in the jungles and mountains, relatively isolated from the majority population. They maintain their traditional lifestyle, language, and culture. Ethnic groups such as Hmong, Akha, Lisu and Karen often*

*have difficulty getting full citizenship rights, especially if they cannot prove they were born in Thailand..*

### EXTRA SECTION

The Country Fact sheets have information on which ethnic minorities live in which Southeast Asian countries.



### Map work

Students find these on the maps of mainland Southeast Asia and island Southeast Asia.

### Discussion

#### Answers:

- A. The valleys are fertile because the rivers bring soil with them and deposit it on the banks in the valleys.*
- B. The islands are fertile because of the volcanic ash, as there are many volcanoes on the islands of Southeast Asia.*
- C. 'Rich in culture' means there are many different cultures in a small area.*

### Exercise

You can check the rivers on the map on page 14, and the other features on the mainland and island SEA maps on page 68.

**Answers:**

**B. i.** *Hanoi*    **ii.** *Bangkok*    **iii.** *Phnom Penh*    **iv.** *Kuala Lumpur*

**C.** *Singapore*

**D.** *Malaysia, Thailand, Myanmar, Singapore*

**G.** *Sumatra, Java, Borneo, Sulawesi, New Guinea, Sunda, Timor*

**I.** *Luzon, Mindanao, Palawan*

## 5.2 LAND AND LAND USE

### Discussion

**Skills:** Making outlines

Ask the students about their experiences with agriculture. Have they participated in growing rice?

Make an outline of the main steps in growing rice together with the students.

### Case study

Read about rice growing in Thailand.

The outline prepared by the students might differ from the process described in this text as there are many different ways of growing rice. Remind the students that this text only describes traditional sedentary rice cultivation on flat lands.

**Group work**

**Skills:** Drawing,  
presentation  
skills

Divide the class into four groups. Each group prepares a poster to demonstrate and explain one stage of growing rice according to the illustration in the students' book. Just for the purpose of this activity the students have to follow this particular style of growing rice, even if this is not the way they are familiar with. They will have a chance to study and discuss other types of agriculture later.

**Brainstorm**

Discuss what students know about shifting cultivation.



**Exercise****Skills:** Ordering  
information

Read the text and match the diagrams with the captions

**Answers:**

**A. i. a   ii. d   iii. c   iv. b**

**B. d, a, c, b**

**Discussion****Skills:** Compare  
and contrast

Ask the students if they are familiar with the terms *intensive* and *extensive* agriculture. Sedentary rice cultivation is known as intensive; slash and burn or shifting cultivation is called extensive.

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

Summarising,  
classifying  
information,  
cause and effect

Students answer the questions and fill out the chart in groups. When the students are ready, put the chart on board, elicit answers from students and put them in the chart.

**Possible answers:**

| extensive agriculture                        | intensive agriculture                                  |
|--|--|
| <i>sustainable</i>                           | <i>farmers have to cooperate</i>                       |
| <i>the forest gets a chance to grow back</i> | <i>uses irrigation</i>                                 |
| <i>uses less land</i>                        | <i>uses animals</i>                                    |
| <i>produces less surplus</i>                 | <i>supports more people than extensive agriculture</i> |
|  | <i>uses a lot of land</i>                              |

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

Advantages and  
disadvantages

Students in groups outline the advantages and disadvantages of plantation agriculture.

**Possible answers:**

**Advantages:** *can grow a lot of crops and make money*

**Disadvantages:** *need to buy expensive fertilisers, fertilisers destroy the soil, land can not be used to grow food for people to eat, irrigation is expensive, poor farmers often have to sell their land because they can't afford to grow cash crops.*

**Free Writing**

Let the students write for as long as you like – half a lesson, the whole lesson, or for homework. When the students are finished, make a list of topics they have selected on board. Ask them why they have selected these particular topics.

**Review**

**Skills:** Making  
questions

Each student makes a list of five questions about the module. Put the students in groups and get them to discuss their questions and try to find the answers in the module. This could take a while, depending on how much time you have.

Get each group to choose five questions from the ones they have discussed in their group and present both the questions and the answers to class.

# Extra Material

**The readings in this section give extra information on topics about Southeast Asia.**

- For teachers to get more background on the topics they are teaching**
- For students to do independent research**

## **Country Fact-files**

*to accompany activities on page 5 and page 67*

**pages 75-85**

## **Funan, Indonesia, Lang Xan, Nanzhao**

*to accompany activities on page 23*

**pages 86-91**

## **Caste**

*to accompany activities on page 28*

**pages 92-94**

## **Burma's Struggle for Independence**

*to accompany activities on page 55*

**page 95**

## Country Fact-files - Brunei

**Background:** The Sultanate of Brunei's influence peaked between the 15th and 17th centuries when its control extended over coastal areas of northwest Borneo and the southern Philippines. Brunei subsequently entered a period of decline brought on by internal strife over royal succession, colonial expansion of European powers, and piracy. In 1888, Brunei became a British protectorate; independence was achieved in 1984. The same family has ruled Brunei for over six centuries. Brunei benefits from extensive petroleum and natural gas fields, the source of one of the highest per capita GDPs in the developing world.

**Location:** Southeastern Asia, bordering the South China Sea and Malaysia

**Geographic coordinates:** 4°30' N, 114°40' E

**Area:** *total:* 5,770 sq km *land:* 5,270 sq km *water:* 500 sq km

**Land boundaries:** *total:* 381 km *border countries:* Malaysia 381 km

**Climate:** tropical; hot, humid, rainy

**Terrain:** flat coastal plain rises to mountains in east; hilly lowland in west

**Natural resources:** petroleum, natural gas, timber

**Land use:** *arable land:* 2.08% *permanent crops:* 0.87% *other:* 97.05% (2005)

**Environment - current issues:** seasonal smoke/haze resulting from forest fires in Indonesia

**Geography - note:** close to vital sea lanes through South China Sea linking Indian and Pacific Oceans; two parts physically separated by Malaysia; almost an enclave within Malaysia

**Population:** 379,444 (July 2006 est.)

**Birth rate:** 18.79 births/1,000 population (2006 est.)

**Death rate:** 3.45 deaths/1,000 population (2006 est.)

**Infant mortality rate:** *total:* 12.25 deaths/1,000 live births *male:* 15.46 deaths/1,000 live births *female:* 8.86 deaths/1,000 live births (2006 est.)

**Life expectancy at birth:** *total population:* 75.01 years *male:* 72.57 years *female:* 77.59 years (2006 est.)

**Total fertility rate:** 2.28 children born/woman (2006 est.)

**Nationality:** *noun:* Bruneian(s) *adjective:* Bruneian

**Ethnic groups:** Malay 67%, Chinese 15%, indigenous 6%, other 12%

**Religions:** Muslim (official) 67%, Buddhist 13%, Christian 10%, indigenous beliefs and other 10%

**Languages:** Malay (official), English, Chinese

**Government type:** constitutional sultanate

**Independence:** 1 January 1984 (from UK)

**Suffrage:** none

**Economy - overview:** This small, well-to-do economy encompasses a mixture of foreign and domestic entrepreneurship, government regulation, welfare measures, and village tradition. Crude oil and natural gas production account for nearly half of GDP and more than 90% of government revenues. Per capital GDP is far above most other Third World countries, and substantial income from overseas investment supplements income from domestic production. The government provides for all medical services and free education through the university level and subsidizes rice and housing.

**GDP - per capita (PPP):** \$23,600 (2003 est.)

**Agriculture - products:** rice, vegetables, fruits; chickens, water buffalo, eggs

**Industries:** petroleum, petroleum refining, liquefied natural gas, construction

**Disputes - international:** in 2003 Brunei and Malaysia ceased gas and oil exploration in their disputed offshore and deepwater seabeds and negotiations have stalemated prompting consideration of international legal adjudication; Malaysia's land boundary with Brunei around Limbang is in dispute; Brunei established an exclusive economic fishing zone encompassing Louisa Reef in southern Spratly Islands in 1984 but makes no public territorial claim to the offshore reefs; the 2002 "Declaration on the Conduct of Parties in the South China Sea" has eased tensions in the Spratly Islands but falls short of a legally binding "code of conduct" desired by several of the disputants



## Country Fact-files - Myanmar

**Background:** Britain conquered Myanmar over a period of 62 years (1824-1886) and incorporated it into its Indian Empire. Myanmar was administered as a province of India until 1937 when it became a separate, self-governing colony; independence from the Commonwealth was attained in 1948. Gen. NE WIN dominated the government from 1962 to 1988, first as military ruler, then as self-appointed president, and later as political kingpin.

**Location:** Southeastern Asia, bordering the Andaman Sea and the Bay of Bengal, between Bangladesh and Thailand

**Area:** *total:* 678,500 sq km *land:* 657,740 sq km  
*water:* 20,760 sq km

**Land boundaries:** *total:* 5,876 km *border countries:* Bangladesh 193 km, China 2,185 km, India 1,463 km, Laos 235 km, Thailand 1,800 km

**Climate:** tropical monsoon; cloudy, rainy, hot, humid summers (southwest monsoon, June to September); less cloudy, scant rainfall, mild temperatures, lower humidity during winter (northeast monsoon, December to April)

**Terrain:** central lowlands ringed by steep, rugged highlands

**Natural resources:** petroleum, timber, tin, antimony, zinc, copper, tungsten, lead, coal, some marble, limestone, precious stones, natural gas, hydropower

**Land use:** *arable land:* 14.92% *permanent crops:* 1.31% *other:* 83.77% (2005)

**Environment - current issues:** deforestation; industrial pollution of air, soil, and water; inadequate sanitation and water treatment contribute to disease

**Geography - note:** strategic location near major Indian Ocean shipping lanes

**Population:** 47,382,633 (July 2006 est.)

**Ethnic groups:** Burman 68%, Shan 9%, Karen 7%, Rakhine 4%, Chinese 3%, Indian 2%, Mon 2%, other 5%

**Religions:** Buddhist 89%, Christian 4% (Baptist 3%, Roman Catholic 1%), Muslim 4%, animist 1%, other 2%

**Government type:** military junta

**Independence:** 4 January 1948 (from UK)

**Economy - overview:** Myanmar's trade with Thailand, China, and India is rising. Though the Myanmar government has good economic relations with its neighbors, better investment and business climates and an improved political situation are needed to promote foreign investment, exports, and tourism.

**GDP - per capita (PPP):** \$1,700 (2005 est.)

**Agriculture - products:** rice, pulses, beans, sesame, groundnuts, sugarcane; hardwood, fish

**Industries:** agricultural processing; knit and woven apparel; wood and wood products; copper, tin, tungsten, iron; construction materials; pharmaceuticals; fertilizer; cement; natural gas

**Disputes - international:** Despite continuing border committee talks, significant differences remain with Thailand over boundary alignment and the handling of ethnic rebels, refugees, and illegal cross-border activities; Karens also protest Thai support for a Myanmar hydroelectric dam on the Salween River near the border; environmentalists in Myanmar and Thailand continue to voice concern over China's construction of hydroelectric dams upstream on the Nujiang/Salween River in Yunnan Province; India seeks cooperation from Myanmar to keep Indian Nagaland separatists from hiding in remote Burmese uplands



## Country Fact-files - Cambodia

**Background:** Cambodia became part of French Indochina in 1887. Following Japanese occupation in World War II, Cambodia gained full independence from France in 1953. In April 1975, after a five-year struggle, Communist Khmer Rouge forces captured Phnom Penh and evacuated all cities and towns. A December 1978 Vietnamese invasion drove the Khmer Rouge into the countryside, began a 10-year Vietnamese occupation, and touched off almost 13 years of civil war. The 1991 Paris Peace Accords mandated democratic elections and a ceasefire, which was not fully respected by the Khmer Rouge. Elections in July 2003 were relatively peaceful, but it took one year of negotiations between contending political parties before a coalition government was formed.

**Location:** Southeastern Asia, bordering the Gulf of Thailand, between Thailand, Vietnam, and Laos

**Area:** *total:* 181,040 sq km *land:* 176,520 sq km *water:* 4,520 sq km

**Land boundaries:** *total:* 2,572 km *border countries:* Laos 541 km, Thailand 803 km, Vietnam 1,228 km

**Climate:** tropical; rainy, monsoon season (May to November); dry season (December to April); little seasonal temperature variation

**Terrain:** mostly low, flat plains; mountains in southwest and north

**Natural resources:** oil and gas, timber, gemstones, some iron ore, manganese, phosphates, hydropower potential

**Land use:** *arable land:* 20.44% *permanent crops:* 0.59% *other:* 78.97% (2005)

**Environment - current issues:** illegal logging activities throughout the country and strip mining for gems in the western region along the border with Thailand have resulted in habitat loss and declining biodiversity (in particular, destruction of mangrove swamps threatens natural fisheries); soil erosion; in rural areas, most of the population does not have access to potable water; declining fish stocks because of illegal fishing and overfishing

**Geography - note:** a land of paddies and forests dominated by the Mekong River and Tonle Sap

**Population:** 13,881,427 (July 2006 est.)

**Ethnic groups:** Khmer 90%, Vietnamese 5%, Chinese 1%, other 4%

**Religions:** Theravada Buddhist 95%, other 5%

**Government type:** multiparty democracy under a constitutional monarchy

**Independence:** 9 November 1953 (from France)

**Economy - overview:** In 1999, the first full year of peace in 30 years, the government made progress on economic reforms. The US and Cambodia signed a Bilateral Textile Agreement, which gave Cambodia a guaranteed quota of US textile imports. From 2001 to 2004, the economy grew at an average rate of 6.4%, driven largely by an expansion in the garment sector and tourism. The tourism industry continues to grow rapidly, with foreign visitors surpassing 1 million for the year by September 2005.

In 2005, exploitable oil and natural gas deposits were found beneath Cambodia's territorial waters, representing a new revenue stream for the government. The Cambodian government continues to work with bilateral and multilateral donors, including the World Bank and IMF, to address the country's many pressing needs.

**GDP - per capita (PPP):** \$2,200 (2005 est.)

**Agriculture - products:** rice, rubber, corn, vegetables, cashews, tapioca

**Industries:** tourism, garments, rice milling, fishing, wood and wood products, rubber, cement, gem mining, textiles

**Disputes - international:** Southeast Asian states have enhanced border surveillance to check the spread of avian flu; Cambodia and Thailand dispute sections of boundary with missing boundary markers and Thai encroachments into Cambodian territory; maritime boundary with Vietnam is hampered by unresolved dispute over offshore islands; Cambodia accuses Thailand of obstructing access to Preah Vihear temple ruins awarded to Cambodia by ICJ decision in 1962; in 2004, Cambodian-Laotian and Laotian-Vietnamese boundary commissions re-erected missing markers completing most of their demarcations.



## Country Fact-file - East Timor

**Background:** The Portuguese began to trade with the island of Timor in the early 16th century and colonized it in mid-century. In an 1859 treaty, Portugal ceded the western portion of the island to the Dutch. Imperial Japan occupied East Timor from 1942 to 1945, but Portugal resumed colonial authority after World War II. East Timor declared itself independent from Portugal on 28 November 1975 and was invaded and occupied by Indonesian forces nine days later. An unsuccessful campaign of pacification followed over the next two decades, during which an estimated 100,000 to 250,000 individuals lost their lives. On 20 September 1999 the Australian-led peacekeeping troops of the International Force for East Timor (INTERFET) deployed to the country and brought the violence to an end. On 20 May 2002, East Timor was internationally recognized as an independent state.

**Location:** Southeastern Asia, northwest of Australia in the Lesser Sunda Islands at the eastern end of the Indonesian archipelago; note - East Timor includes the eastern half of the island of Timor, the Oecussi (Ambeno) region on the northwest portion of the island of Timor, and the islands of Pulau Atauro and Pulau Jaco

**Area:** *total:* 15,007 sq km *land:*

**Land boundaries:** *total:* 228 km *border countries:* Indonesia 228 km

**Climate:** tropical; hot, humid; distinct rainy and dry seasons

**Terrain:** mountainous

**Natural resources:** gold, petroleum, natural gas, manganese, marble

**Land use:** *arable land:* 8.2% *permanent crops:* 4.57% *other:* 87.23% (2005)

**Environment - current issues:** widespread use of slash and burn agriculture has led to deforestation and soil erosion

**Geography - note:** Timor comes from the Malay word for "East"; the island of Timor is part of the Malay Archipelago and is the largest and easternmost of the Lesser Sunda Islands

**Population:** 1,062,777 (July 2006 est.)

**Ethnic groups:** Austronesian (Malayo-Polynesian), Papuan, small Chinese minority

**Religions:** Roman Catholic 90%, Muslim 4%, Protestant 3%, Hindu 0.5%, Buddhist, Animist (1992 est.)

**Government type:** republic

**Independence:** 28 November 1975 (date of proclamation of independence from Portugal); note - 20 May 2002 is the official date of international recognition of East Timor's independence from Indonesia

**Economy - overview:** In late 1999, about 70% of the economic infrastructure of East Timor was laid waste by Indonesian troops and anti-independence militias. Over the next three years, however, a massive international program, manned by peacekeepers and police officers, led to substantial reconstruction. The development of oil and gas resources in nearby waters has begun to supplement government revenues ahead of schedule, but the technology-intensive industry does little to create jobs for the unemployed, because there are no production facilities in Timor and the gas is piped to Australia

**GDP - per capita (PPP):** \$400 (2004 est.)

**Agriculture - products:** coffee, rice, corn, cassava, sweet potatoes, soybeans, cabbage, mangoes, bananas, vanilla

**Industries:** printing, soap manufacturing, handicrafts, woven cloth

**Disputes - international:** UN Mission of Support in East Timor (UNMISET) has maintained about 1,000 peacekeepers in East Timor since 2002; East Timor-Indonesia Boundary Committee continues to meet, survey, and delimit the land boundary, but several sections of the boundary especially around the Oecussi enclave remain unresolved; Indonesia and East Timor contest the sovereignty of the uninhabited coral island of Pulau Batek/Fatu Sinai.



## Country Fact-file - Indonesia

**Background:** The Dutch began to colonize Indonesia in the early 17th century; the islands were occupied by Japan from 1942 to 1945. Indonesia declared its independence after Japan's surrender, but it required four years of intermittent negotiations, recurring hostilities, and UN mediation before the Netherlands agreed to relinquish its colony. Indonesia is the world's largest archipelagic state and home to the world's largest Muslim population. In 2005, Indonesia reached a historic peace agreement with armed separatists in Aceh, but it continues to face a low intensity separatist guerilla movement in Papua.

**Location:** Southeastern Asia, archipelago between the Indian Ocean and the Pacific Ocean

**Area:** *total:* 1,919,440 sq km *land:* 1,826,440 sq km *water:* 93,000 sq km

**Land boundaries:** *total:* 2,830 km *border countries:* East Timor 228 km, Malaysia 1,782 km, Papua New Guinea 820 km

**Climate:** tropical; hot, humid; more moderate in highlands

**Terrain:** mostly coastal lowlands; larger islands have interior mountains

**Natural resources:** petroleum, tin, natural gas, nickel, timber, bauxite, copper, fertile soils, coal, gold, silver

**Land use:** *arable land:* 11.03% *permanent crops:* 7.04% *other:* 81.93% (2005)

**Environment - current issues:** deforestation; water pollution from industrial wastes, sewage; air pollution in urban areas; smoke and haze from forest fires

**Geography - note:** archipelago of 17,508 islands (6,000 inhabited); straddles equator; strategic location astride or along major sea lanes from Indian Ocean to Pacific Ocean

**Population:** 245,452,739 (July 2006 est.)

**Ethnic groups:** Javanese 45%, Sundanese 14%, Madurese 7.5%, coastal Malays 7.5%, other 26%

**Religions:** Muslim 88%, Protestant 5%, Roman Catholic 3%, Hindu 2%, Buddhist 1%, other 1% (1998)

**Government type:** republic

**Independence:** 17 August 1945 (independence proclaimed); 27 December 1949 (Netherlands recognizes Indonesian independence)

**Economy - overview:** Indonesia, a vast polyglot nation, has struggled to overcome the Asian financial crisis. Keys to future growth remain internal reform, building up the confidence of international and domestic investors, and strong global economic growth. In late December 2004, the Indian Ocean tsunami took 131,000 lives with another 37,000 missing, left some 570,000 displaced persons, and caused an estimated \$4.5 billion in damages and losses.

**GDP - per capita (PPP):** \$3,600 (2005 est.)

**Agriculture - products:** rice, cassava (tapioca), peanuts, rubber, cocoa, coffee, palm oil, copra; poultry, beef, pork, eggs

**Industries:** petroleum and natural gas, textiles, apparel, footwear, mining, cement, chemical fertilizers, plywood, rubber, food, tourism

**Disputes - international:** East Timor-Indonesia Boundary Committee continues to meet, survey, and delimit land boundary, but several sections of the boundary remain unresolved; Indonesia and East Timor contest the sovereignty of the uninhabited coral island of Pulau Batek/Fatu Sinai, which hinders a decision on a northern maritime boundary; a 1997 treaty between Indonesia and Australia settled some parts of their maritime boundary but outstanding issues remain.





## Country Fact-file - Laos

**Background:** Modern-day Laos has its roots in the ancient Lao kingdom of Lan Xang. After centuries of gradual decline, Laos came under the control of Siam (Thailand) from the late 18th century until the late 19th century when it became part of French Indochina. The Franco-Siamese Treaty of 1907 defined the current Lao border with Thailand. In 1975, the Communist Pathet Lao took control of the government ending a six-century-old monarchy and instituting a strict socialist regime closely aligned to Vietnam. A gradual return to private enterprise and the liberalization of foreign investment laws began in 1986.

**Location:** Southeastern Asia, northeast of Thailand, west of Vietnam

**Area:** *total:* 236,800 sq km *land:* 230,800 sq km *water:* 6,000 sq km

**Land boundaries:** *total:* 5,083 km *border countries:* Burma 235 km, Cambodia 541 km, China 423 km, Thailand 1,754 km, Vietnam 2,130 km

**Climate:** tropical monsoon; rainy season (May to November); dry season (December to April)

**Terrain:** mostly rugged mountains; some plains and plateaus

**Natural resources:** timber, hydropower, gypsum, tin, gold, gemstones

**Land use:** *arable land:* 4.01% *permanent crops:* 0.34% *other:* 95.65% (2005)

**Environment - current issues:** unexploded ordnance; deforestation; soil erosion; most of the population does not have access to potable water

**Geography - note:** landlocked; most of the country is mountainous and thickly forested; the Mekong River forms a large part of the western boundary with Thailand

**Population:** 6,368,481 (July 2006 est.)

**Ethnic groups:** Lao Loum (lowland) 68%, Lao Theung (upland) 22%, Lao Soung (highland) including the Hmong and the Yao 9%, ethnic Vietnamese/Chinese 1%

**Religions:** Buddhist 60%, animist and other 40% (including various Christian denominations 1.5%)

**Government type:** Communist state

**Independence:** 19 July 1949 (from France)

**Economy - overview:** The government of Laos, one of the few remaining official Communist states, began decentralizing control and encouraging private enterprise in 1986. The results, starting from an extremely low base, were striking - growth averaged 6% in 1988-2004 except during the short-lived drop caused by the Asian financial crisis beginning in 1997. Subsistence agriculture, dominated by rice, accounts for about half of GDP and provides 80% of total employment. The economy will continue to benefit from aid by the IMF and other international sources and from new foreign investment in food processing and mining.

Construction will be another strong economic driver, especially as hydroelectric dam and road projects gain steam. In late 2004, Laos gained Normal Trade Relations status with the US, allowing Laos-based producers to face

lower tariffs on exports. This new status may help spur growth. In addition, the European Union has agreed to provide \$1 million to the Lao Government for technical assistance in preparations for WTO membership.

**GDP - per capita (PPP):** \$1,900 (2005 est.)

**Agriculture - products:** sweet potatoes, vegetables, corn, coffee, sugarcane, tobacco, cotton, tea, peanuts, rice; water buffalo, pigs, cattle, poultry

**Industries:** copper, tin, and gypsum mining; timber, electric power, agricultural processing, construction, garments, tourism, cement

**Disputes - international:** Southeast Asian states have enhanced border surveillance to check the spread of avian flu; talks continue on completion of demarcation with Thailand but disputes remain over several areas along Mekong River and Thai squatters; concern among Mekong Commission members that China's construction of dams on the Mekong River will affect water levels



## Country Fact-file - Malaysia

**Background:** During the late 18th and 19th centuries, Great Britain established colonies and protectorates in the area of current Malaysia; these were occupied by Japan from 1942 to 1945. In 1948, the British-ruled territories on the Malay Peninsula formed the Federation of Malaya, which became independent in 1957. Malaysia was formed in 1963 when the former British colonies of Singapore and the East Malaysian states of Sabah and Sarawak on the northern coast of Borneo joined the Federation. The first several years of the country's history were marred by Indonesian efforts to control Malaysia, Philippine claims to Sabah, and Singapore's secession from the Federation in 1965.

**Location:** Southeastern Asia, peninsula bordering Thailand and northern one-third of the island of Borneo, bordering Indonesia, Brunei, and the South China Sea, south of Vietnam

**Area:** *total:* 329,750 sq km *land:* 328,550 sq km *water:* 1,200 sq km

**Land boundaries:** *total:* 2,669 km *border countries:* Brunei 381 km, Indonesia 1,782 km, Thailand 506 km

**Climate:** tropical; annual southwest (April to October) and northeast (October to February) monsoons

**Terrain:** coastal plains rising to hills and mountains

**Natural resources:** tin, petroleum, timber, copper, iron ore, natural gas, bauxite

**Land use:** *arable land:* 5.46% *permanent crops:* 17.54% *other:* 77% (2005)

**Environment - current issues:** air pollution from industrial and vehicular emissions; water pollution from raw sewage; deforestation; smoke/haze from Indonesian forest fires

**Geography - note:** strategic location along Strait of Malacca and southern South China Sea

**Population:** 24,385,858 (July 2006 est.)

**Ethnic groups:** Malay 50.4%, Chinese 23.7%, Indigenous 11%, Indian 7.1%, others 7.8% (2004 est.)

**Religions:** Muslim, Buddhist, Daoist, Hindu, Christian, Sikh; note - in addition, Shamanism is practiced in East Malaysia

**Government type:** constitutional monarchy

**Independence:** 31 August 1957 (from UK)

**Economy - overview:** Malaysia, a middle-income country, transformed itself from 1971 through the late 1990s from a producer of raw materials into an emerging multi-sector economy. As an oil and gas exporter, Malaysia has profited from higher world energy prices. The economy remains dependent on continued growth in the US, China, and Japan - top export destinations and key sources of foreign investment.

**GDP - per capita (PPP):** \$12,100 (2005 est.)

**Agriculture - products:** Peninsular Malaysia - rubber, palm oil, cocoa, rice; Sabah - subsistence crops, rubber, timber, coconuts, rice; Sarawak - rubber, pepper, timber

**Industries:** Peninsular Malaysia - rubber and oil palm processing and manufacturing, light manufacturing industry, electronics, tin mining and smelting, logging, timber processing; Sabah - logging, petroleum production; Sarawak - agriculture processing, petroleum production and refining, logging

**Disputes - international:** Disputes continue over deliveries of fresh water to Singapore; separatist violence in Thailand's predominantly Muslim southern provinces prompts measures to close and monitor border with Malaysia; Philippines retains a now dormant claim to Malaysia's Sabah State in northern Borneo; Malaysia's land boundary with Brunei around Limbang is in dispute; piracy remains a problem in the Malacca Strait



## Country Fact-file - the Philippines

**Background:** The Philippine Islands became a Spanish colony during the 16th century; they were ceded to the US in 1898 following the Spanish-American War. In 1935 the Philippines became a self-governing commonwealth. In 1942 the islands fell under Japanese occupation during WWII, and US forces and Filipinos fought together during 1944-45 to regain control. On 4 July 1946 the Philippines attained their independence. The 20-year rule of Ferdinand MARCOS ended in 1986. MACAPAGAL-ARROYO was elected to a six-year term in May 2004.

**Location:** Southeastern Asia, archipelago between the Philippine Sea and the South China Sea, east of Vietnam

**Area:** *total:* 300,000 sq km *land:* 298,170 sq km *water:* 1,830 sq km

**Land boundaries:** 0km

**Climate:** tropical marine; northeast monsoon (November to April); southwest monsoon (May to October)

**Terrain:** mostly mountains with narrow to extensive coastal lowlands

**Natural resources:** timber, petroleum, nickel, cobalt, silver, gold, salt, copper

**Land use:** *arable land:* 19% *permanent crops:* 16.67% *other:* 64.33% (2005)

**Environment - current issues:** uncontrolled deforestation especially in watershed areas; soil erosion; air and water pollution in major urban centers; coral reef degradation; increasing pollution of coastal mangrove swamps that are important fish breeding grounds

**Geography - note:** the Philippine archipelago is made up of 7,107 islands; favorably located in relation to many of Southeast Asia's main water bodies: the South China Sea, Philippine Sea, Sulu Sea, Celebes Sea, and Luzon Strait

**Population:** 89,468,677 (July 2006 est.)

**Ethnic groups:** Tagalog 28.1%, Cebuano 13.1%, Ilocano 9%, Bisaya/Binisaya 7.6%, Hiligaynon Ilonggo 7.5%, Bikol 6%, Waray 3.4%, other 25.3% (2000 census)

**Religions:** Roman Catholic 80.9%, Evangelical 2.8%, Iglesia ni Kristo 2.3%, Aglipayan 2%, other Christian 4.5%, Muslim 5%, other 1.8%, unspecified 0.6%, none 0.1% (2000 census)

**Government type:** republic

**Independence:** 12 June 1898 (from Spain)

**Economy - overview:** Fiscal constraints limit Manila's ability to finance infrastructure and social spending. The Philippines' consistently large budget deficit has produced a high debt level, and this situation has forced Manila to spend a large portion of the national government budget on debt service.

**GDP - per capita (PPP):** \$5,100 (2005 est.)

**Agriculture - products:** sugarcane, coconuts, rice, corn, bananas, cassavas, pineapples, mangoes; pork, eggs, beef; fish

**Industries:** electronics assembly, garments, footwear, pharmaceuticals, chemicals, wood products, food processing, petroleum refining, fishing

**Disputes - international:** Philippines claims sovereignty over certain of the Spratly Islands, also claimed by China, Malaysia, Taiwan, and Vietnam; in March 2005, the national oil companies of China, the Philippines, and Vietnam signed a joint accord to conduct marine seismic activities in the Spratly Islands



## Country Fact-file - Singapore

**Background:** Singapore was founded as a British trading colony in 1819. It joined the Malaysian Federation in 1963 but separated two years later and became independent. Singapore subsequently became one of the world's most prosperous countries with strong international trading links (its port is one of the world's busiest in terms of tonnage handled) and with per capita GDP equal to that of the leading nations of Western Europe.

**Location:** Southeastern Asia, islands between Malaysia and Indonesia

**Area:** *total:* 692.7 sq km *land:* 682.7 sq km *water:* 10 sq km

**Land boundaries:** 0 km

**Climate:** **tropical:** hot, humid, rainy; two distinct monsoon seasons - Northeastern monsoon (December to March) and Southwestern monsoon (June to September); inter-monsoon - frequent afternoon and early evening thunderstorms

**Terrain:** lowland; gently undulating central plateau contains water catchment area and nature preserve

**Natural resources:** fish, deepwater ports

**Land use:** *arable land:* 1.47% *permanent crops:* 1.47% *other:* 97.06% (2005)

**Environment - current issues:** industrial pollution; limited natural fresh water resources; limited land availability presents waste disposal problems; seasonal smoke/haze resulting from forest fires in Indonesia

**Geography - note:** focal point for Southeast Asian sea routes

**Population:** 4,492,150 (July 2006 est.)

**Ethnic groups:** Chinese 76.8%, Malay 13.9%, Indian 7.9%, other 1.4% (2000 census)

**Religions:** Buddhist 42.5%, Muslim 14.9%, Taoist 8.5%, Hindu 4%, Catholic 4.8%, other Christian 9.8%, other 0.7%, none 14.8% (2000 census)

**Government type:** parliamentary republic

**Independence:** 9 August 1965 (from Malaysian Federation)

**Economy - overview:** Singapore, a highly-developed and successful free-market economy, enjoys a remarkably open and corruption-free environment, stable prices, and a per capita GDP equal to that of the four largest West European countries. The economy depends heavily on exports, particularly in electronics and manufacturing. It was hard hit in 2001-03 by the global recession, by the slump in the technology sector, and by an outbreak of Severe Acute Respiratory Syndrome (SARS) in 2003, which curbed tourism and consumer spending. The government hopes to establish a new growth path that will be less vulnerable to the external business cycle and will continue efforts to establish Singapore as Southeast Asia's financial and high-tech hub. Fiscal stimulus, low interest rates, a surge in exports, and internal flexibility led to vigorous growth in 2004, with real GDP rising by 8% - by far the economy's best performance since 2000 - but growth slowed to 5.7% in 2005.

**GDP - per capita (PPP):** \$28,100 (2005 est.)

**Agriculture - products:** rubber, copra, fruit, orchids, vegetables; poultry, eggs; fish, ornamental fish

**Industries:** electronics, chemicals, financial services, oil drilling equipment, petroleum refining, rubber processing and rubber products, processed food and beverages, ship repair, offshore platform construction, life sciences, entrepot trade

**Disputes - international:** disputes persist with Malaysia over deliveries of fresh water to Singapore, Singapore's extensive land reclamation works, bridge construction, maritime boundaries, and Pedra Branca Island/Pulau Batu Putih - parties agree to ICJ arbitration on island dispute within three years; Indonesia and Singapore pledged in 2005 to finalize their 1973 maritime boundary agreement by defining unresolved areas north of Batam Island; piracy remains a problem in the Malacca Strait



## Country Fact-file - Thailand

**Background:** A unified Thai kingdom was established in the mid-14th century. Known as Siam until 1939, Thailand is the only Southeast Asian country never to have been taken over by a European power. A bloodless revolution in 1932 led to a constitutional monarchy. In alliance with Japan during World War II, Thailand became a US ally following the conflict. Thailand is currently facing armed violence in its three Muslim-majority southernmost provinces.

**Location:** Southeastern Asia, bordering the Andaman Sea and the Gulf of Thailand, southeast of Myanmar

**Area:** total: 514,000 sq km land: 511,770 sq km water: 2,230 sq km

**Land boundaries:** total: 4,863 km border countries: Myanmar 1,800 km, Cambodia 803 km, Laos 1,754 km, Malaysia 506 km

**Climate:** tropical; rainy, warm, cloudy southwest monsoon (mid-May to September); dry, cool northeast monsoon (November to mid-March); southern isthmus always hot and humid

**Terrain:** central plain; Khorat Plateau in the east; mountains elsewhere

**Natural resources:** tin, rubber, natural gas, tungsten, tantalum, timber, lead, fish, gypsum, lignite, fluorite, arable land

**Land use:** arable land: 27.54% permanent crops: 6.93% other: 65.53% (2005)

**Environment - current issues:** air pollution from vehicle emissions; water pollution from organic and factory wastes; deforestation; soil erosion; wildlife populations threatened by illegal hunting

**Geography - note:** controls only land route from Asia to Malaysia and Singapore

**Population:** 64,631,595 (July 2006 est.)

**Ethnic groups:** Thai 75%, Chinese 14%, other 11%

**Religions:** Buddhist 94.6%, Muslim 4.6%, Christian 0.7%, other 0.1% (2000 census)

**Government type:** constitutional monarchy

**Independence:** 1238 (traditional founding date; never colonized)

**Economy - overview:** With a well-developed infrastructure, a free-enterprise economy, and pro-investment policies, Thailand was one of East Asia's best performers in 2002-04. Export-oriented manufacturing - in particular automobile production - and farm output are driving these gains.

**GDP - per capita (PPP):** \$8,300 (2005 est.)

**Agriculture - products:** rice, cassava (tapioca), rubber, corn, sugarcane, coconuts, soybeans

**Industries:** tourism, textiles and garments, agricultural processing, beverages, tobacco, cement, light manufacturing, computers and parts, integrated circuits, furniture, plastics, automobiles and automotive parts; tungsten tin producer

**Disputes - international:** separatist violence in Thailand's southern provinces prompt border closures and controls with Malaysia; despite continuing border committee talks, significant differences remain with Myanmar over boundary alignment and the handling of ethnic rebels, refugees, and illegal cross-border activities; Cambodia and Thailand dispute sections of boundary with missing boundary markers; environmentalists in Myanmar and Thailand remain concerned about China's construction of hydroelectric dams.



## Country Fact-file - Vietnam

**Background:** The conquest of Vietnam by France began in 1858 and was completed by 1884. It became part of French Indochina in 1887. Vietnam declared independence after World War II, but France continued to rule until its 1954 defeat by Communist forces under Ho Chi MINH. Under the Geneva Accords of 1954, Vietnam was divided into the Communist North and anti-Communist South. Years of civil war followed, with the US giving economic and military aid to South Vietnam. North Vietnamese forces overran the South in 1975, reuniting the country under Communist rule. Vietnamese authorities have been committed to increased economic liberalization since 1986.

**Location:** Southeastern Asia, bordering the Gulf of Thailand, Gulf of Tonkin, and South China Sea, alongside China, Laos, and Cambodia

**Area:** *total:* 329,560 sq km *land:* 325,360 sq km *water:* 4,200 sq km

**Land boundaries:** *total:* 4,639 km *border countries:* Cambodia 1,228 km, China 1,281 km, Laos 2,130 km

**Climate:** tropical in south; monsoonal in north with hot, rainy season (May to September) and warm, dry season (October to March)

**Terrain:** low, flat delta in south and north; central highlands; hilly, mountainous in far north and northwest

**Natural resources:** phosphates, coal, manganese, bauxite, chromate, offshore oil and gas deposits, forests, hydropower

**Land use:** *arable land:* 20.14% *permanent crops:* 6.93% *other:* 72.93% (2005)

**Environment - current issues:** logging and slash-and-burn agricultural practices contribute to deforestation and soil degradation; water pollution and overfishing threaten marine life populations; groundwater contamination limits potable water supply

**Geography - note:** extending 1,650 km north to south, the country is only 50 km across at its narrowest point

**Population:** 84,402,966 (July 2006 est.)

**Ethnic groups:** Kinh (Viet) 86.2%, Tay 1.9%, Thai 1.7%, Muong 1.5%, Khme 1.4%, Hoa 1.1%, Nun 1.1%, Hmong 1%, others 4.1% (1999 census)

**Religions:** Buddhist 9.3%, Catholic 6.7%, Hoa Hao 1.5%, Cao Dai 1.1%, Protestant 0.5%, Muslim 0.1%, none 80.8% (1999 census)

**Government type:** Communist state

**Independence:** 2 September 1945 (from France)

**Economy - overview:** Vietnam is a densely-populated, developing country that in the last 30 years has had to recover from the ravages of war and the rigidities of a centrally-planned economy. Substantial progress was achieved from 1986 to 1997 in moving forward from an extremely low level of development. However, high levels of inflation have prompted Vietnamese authorities to tighten monetary and fiscal policies.

**GDP - per capita (PPP):** \$2,800 (2005 est.)

**Agriculture - products:** paddy rice, coffee, rubber, cotton, tea, pepper, soybeans, cashews, sugar cane, peanuts, bananas; poultry; fish, seafood

**Industries:** food processing, garments, shoes, machine-building; mining, coal, steel; cement, chemical fertilizer, glass, tires, oil, paper

**Disputes-international:** Cambodia and Laos protest Vietnamese squatters and armed encroachments along border; involved in complex dispute with China, Malaysia, Philippines, Taiwan, and possibly Brunei over the Spratly Islands



# Funan



Map of Funan and Champa at around 3rd century AD.

**Funan** was a pre-Angkor Indianized kingdom located around the Mekong delta, probably established by Mon-Khmer settlers speaking an Austro-Asiatic language. We know very little about it, except that it was a powerful trading state. This is evidenced by the discovery of Roman, Chinese and Indian goods during archaeological excavations at Oc Eo in southern Vietnam. The capital was initially located at Vyadhapura, near modern Phnom Penh, though it may have been moved to Oc Eo at a later time.

According to reports by two Chinese envoys, K'ang T'ai and Chu Ying, the state was established by an Indian Brahmin<sup>[citation needed]</sup> named Kaundinya, who in the first century C.E. was given instruction in a dream to take a magic bow from a temple and defeat a Khmer queen, Soma. Soma,

the daughter of the king of the Nagas, married Kaundinya and their lineage became the royal dynasty of Funan. The myth had the advantage of providing the legitimacy of both an Indian Brahmin and the divinity of the cobras, who at that time were held in religious regard by the inhabitants of the region.

The Funanese Empire reached its furthest extent under the rule of Fan Shih-man in the early third century C.E., extending as far south as Malaysia and as far west as Burma. The Funanese established a strong system of mercantilism and commercial monopolies that would become a pattern for empires in the region. Fan Shih-man expanded the fleet and improved the Funanese bureaucracy, creating a quasi-feudal pattern that left local customs and identities largely intact, particularly in the empire's farther reaches.

The kingdom is said to have been heavily influenced by Indian culture, and to have employed Indians for state administration purposes. Sanskrit was the language at the court, and the Funanese advocated Hindu and, after the fifth century, Buddhist religious doctrines. Records show that taxes were paid in silver, gold, pearls, and perfumed wood. K'ang T'ai reported that the Funanese practiced slavery and that justice was rendered through trial by ordeal, including such methods as carrying a red-hot iron chain and retrieving gold rings and eggs from boiling water.

K'ang T'ai's report was unflattering to Funanese civilization, though Chinese court records show that a group of Funanese musicians visited China in 263 C.E. The Chinese Emperor was so impressed that he ordered the establishment of an institute for Funanese music near Nanking. The Funanese were reported also to have extensive book collections and archives throughout their country, demonstrating a high level of scholarly achievement.

Funan's political history is little known apart from its relations with China. A brief conflict is recorded to have happened in the 270s when Funan and its neighbor Champa joined forces to attack the Chinese province of Tongking. In 357, Funan became a vassal of China, and would continue as such until its disintegration in the sixth century. The Sailendras who later ruled in Java and Srivijaya claimed descent from the Funanese dynasty.

# Indonesia

## Early History

Indian scholars wrote about the Dvipantara or Jawa Dwipa Hindu kingdom in Java and Sumatra around 200 BC.

The earliest archeological record from the present era is from the Ujung Kulon National Park, West Java, where an early Hindu archeological relic of a Ganesha statue from the 1st century AD was found on the summit of Mount Raksa in Panaitan Island.

There is also archeological evidence of a kingdom in Tatar Sunda / Sunda Territory (West Java) dating from the 2nd century, and according to Dr Tony Djubiantono, the head of Bandung Archeology Agency, Jiwa Temple in Batujajar, Karawang, Java was also built around this time.

Three rough plinths dating from the beginning of the fourth century are found in Kutai, East Kalimantan, near Mahakam River. The plinths bear an inscription in the Pallava script of India reading “A gift to the Brahmin priests”. In addition, the “Batu Tulis” monument (a huge black boulder) near Bogor, West Java, dates from around 450. On this monument, King Purnawarna inscribed his name and made an imprint of his footprints, as well as his elephant’s footprints. The accompanying inscription reads, “Here are the footprints of King Purnawarna, the heroic conqueror of the world”. This inscription is in Sanskrit and is still clear after 1500 years.

## Pre-colonial civilizations

By the time of the European Renaissance, the two largest islands in what is now Indonesia, Java and Sumatra had already seen over a millennium of civilization and two major empires.

### **Mataram**

Mataram was an Indianized kingdom based in Central Java (the area surrounding modern-day Yogyakarta) between the 8th and 10th centuries. The centre of the kingdom was moved from Central Java to East Java by Mpu Sindok. The move may have been caused by an eruption of the volcano Mount Merapi, or a power struggle.

The first king of Mataram was Sanjaya, who drove the Sailendras from Java and left inscriptions in stone. The monumental Hindu temple of Prambanan in the vicinity of Yogyakarta was built by Daksa. Dharmawangsa ordered the translation of the Mahabharata into Old Javanese in 996.

The kingdom collapsed into chaos at the end of Dharmawangsa’s reign under military pressure from Srivijaya. Airlangga, a son of Udayana of Bali and a relative of Dharmawangsa re-established the kingdom (including Bali) under the name of Kahuripan.

### **Srivijaya Empire**

Srivijaya (*-sri* meaning glitters or radiant, *-jaya* meaning success or excellence) was an ancient Malay kingdom on the island of Sumatra which influenced much of the Malay Archipelago. Records of its beginning are scarce, and estimates are from the 200s to the 500s. It ceased to exist between 1200 and 1300.

Srivijaya was centered in the coastal trading center of present day Palembang. The empire was a thalassocracy (an empire based around the sea and land near the sea) and did not extend its influence far beyond the coastal areas of the islands of Southeast Asia. Srivijaya was organised in three main zones — the estuarine capital region centred on Palembang, the Musi River basin which served as hinterland, and rival estuarine zones capable of forming rival power centres. The capital zone was administered directly by the ruler. The hinterland zone remained under its own local datus or chiefs who were organized into a network of allegiance to the maharaja. Force was the dominant element in the empire’s relations with rival river systems such as the Batang Hari river basin centred on Jambi. The ruling lineage intermarried with and allied with the Sailendras of Central Java.



Although historical records and archaeological evidence are scarce, it appears that by the seventh century, Srivijaya established suzerainty over large areas of Sumatra, western Java, and much of the Malay Peninsula. Dominating the Malacca and Sunda straits, Srivijaya controlled both the Spice Route traffic and local trade, charging a toll on passing ships, and remained a formidable sea power until the thirteenth century. This spread the Malay culture throughout Sumatra, the Malay Peninsula, and western Borneo.

A stronghold of Vajrayana Buddhism, Srivijaya attracted pilgrims and scholars from other parts of Asia. These included the Chinese monk Yijing, who made several lengthy visits to Sumatra on his way to study at Nalanda in India in 671 and 695, and the eleventh-century Buddhist scholar Atisha, who played a major role in the development of Vajrayana Buddhism in Tibet. Travellers to these islands mentioned that gold coinage was in use on the coasts, but not inland.

In 1068, Virarajendra, the Chola king of Tamil Nadu, conquered Kedah from Srivijaya. The Cholas continued a series of raids and conquests throughout what is now Indonesia and Malaysia for the next 20 years. Although the Chola invasion was ultimately unsuccessful, it gravely weakened the Srivijayan hegemony and enabled the formation of regional kingdoms based, like Kediri, on intensive agriculture rather than coastal and long distance trade.

Srivijaya's influence waned by the 11th century, and it ceased to exist between 1300 and 1400 due to various factors, including the expansion of Majapahit. Islam eventually made its way to the Aceh region of Sumatra, spreading its influence through contacts with Arab, Persian and Indian traders and proselytizers. By the late 13th century, the kingdom of Pasai (in northern Sumatra) converted to Islam. At the same time Srivijaya was briefly a tributary of the Khmer empire and later the Sukhothai kingdom. The last inscription dates to 1374, in which a crown prince, Ananggavarman, is mentioned.

By 1414 Parameswara, the last prince of Srivijaya, Southeast Asia Teacher's Guide converted to Islam, and founded the Sultanate of Malacca on the Malay peninsula.

### **Singhasari and the Majapahit Empire**

Two empires would originate in Eastern Java, and would drive out Srivijaya and assume its territory: the Singhasari and the Majapahit. Singhasari was a kingdom located in east Java between 1222 and 1292. The Majapahit Empire would emerge later, and strongly influenced much of the southern Malay Peninsula, Borneo, Sumatra, Bali and the Philippines, as well as Java, from about 1293 to around 1500.

Singhasari was founded by Ken Arok after he defeated Kertajaya of Kediri at the Battle of Ganter in 1222. Ken Arok became the first king of Singhasari but he was killed by his step-son, Anusapati, son of Ken Dedes from Tunggal Ametung. Anusapati was killed in turn with the same sword. He was killed by Panji Tohjaya, son of Ken Arok and his concubine Ken Umang.

The founder of the Majapahit Empire, Raden Wijaya, was the great-great-grandson of Ken Arok and the son-in-law of Kertanagara, the last and most important ruler of the Singhasari kingdom. After Singhasari drove Srivijaya out of Java altogether in 1290, the rising power of Singhasari came to the attention of Kublai Khan in China and he sent emissaries demanding tribute. Kertanagara, the last and most important ruler of the Singhasari kingdom, refused to pay tribute and the Khan sent a punitive expedition which arrived off the coast of Java in 1293.

By that time, a rebel from Kediri, Jayakatwang, had killed Kertanagara. The Majapahit founder allied himself with the Mongols against Jayakatwang and, once the Singhasari kingdom was destroyed, turned and forced his Mongol allies to withdraw in confusion. Thus, Raden Wijaya (later re-named Kertarajasa) established the Majapahit Empire.

Following the example of its predecessor, Singhasari, Majapahit was based on the combined development of agriculture and large scale maritime trade. The power of Majapahit reached its height in the mid-14th century under the leadership of King Hayam Wuruk and his prime minister, Gajah Mada. Some scholars have argued that the territories of Majapahit covered present-day Indonesia and part of Malaysia, but

others maintain that its core territory was confined to eastern Java and Bali. Nonetheless, Majapahit became a significant power in the region, maintaining regular relations with Bengal, China, Champa, Cambodia, Annam (North Vietnam), and Siam (Thailand).

After peaking in the 1300s, Majapahit power began to decline with a war over succession that started in 1401 and went on for four years. Majapahit found itself unable to control the rising power of the Sultanate of Malacca. Dates for the end of the Majapahit Empire range from 1478 to 1520.

### **Sultanate of Mataram**

The Sultanate of Mataram was the third Sultanate in Java. The first was Demak Bintoro and the second was Pajang. According to Javanese records, Kyai Gedhe Pamanahan became the ruler of the Mataram area some time within the in the 1570s with the support of the kingdom of Pajang to the east, near the current site of Surakarta (Solo). Pamanahan was often referred to as Kyai Gedhe Mataram after his ascension.

Pamanahan's son, Panembahan Senapati Ingalaga, replaced his father on the throne around 1584. Under Senapati the kingdom grew substantially through regular military campaigns against Mataram's neighbors.

The reign of Panembahan Sedaing Krapyak (c. 1601-1613), the son of Senapati, was dominated by further warfare, especially against powerful Surabaya, already a major center in East Java. The first contact between Mataram and the Dutch East India Company (VOC) occurred under Krapyak. Dutch activities at the time were limited to trading from limited coastal settlements, so their interactions with the inland Mataram kingdom were limited, although they did form an alliance against Surabaya in 1613. Krapyak died that year.

Krapyak was succeeded by his son, who is known simply as Sultan Agung ("Great Sultan") in Javanese records. Agung was responsible for the great expansion and lasting historical legacy of Mataram due to the extensive military conquests of his long reign from 1613 to 1646.

After years of war Agung finally conquered Surabaya. The city was taken not through outright military invasion, but instead because Agung surrounded it on land and sea, starving it into submission. With Surabaya brought into the empire, the Mataram kingdom encompassed all of central and eastern Java, and Madura; only in the west did Banten and the Dutch settlement in Batavia remain outside Agung's control. He tried repeatedly in the 1620s and 1630s to drive the Dutch from Batavia, but his armies had met their match, and he was forced to share control over Java.

In 1645 he began building Imogiri, his burial place, about fifteen kilometers south of Yogyakarta. Imogiri remains the resting place of most of the royalty of Yogyakarta and Surakarta to this day. Agung died in the spring of 1646, with his image of royal invincibility shattered by his losses to the Dutch, but he did leave behind an empire that covered most of Java and stretched to its neighboring islands.

Upon taking the throne, Agung's son Susuhunan Amangkurat I tried to bring long-term stability to Mataram's realm, murdering local leaders that were insufficiently deferential to him, and closing ports so he alone had control over trade with the Dutch.

By the mid-1670s dissatisfaction with the king fanned into open revolt, beginning at the margins and creeping inward. Raden Trunajaya, a prince from Madura, lead a revolt fortified by itinerant fighters from faraway Makassar that captured the king's court at Mataram in mid-1677. The king escaped to the north coast with his eldest son, the future king Amangkurat II, leaving his younger son Pangeran Puger in Mataram. Apparently more interested in profit and revenge than in running a struggling empire, the rebel Trunajaya looted the court and withdrew to his stronghold in East Java leaving Puger in control of a weak court.

Amangkurat I died just after his expulsion, making Amangkurat II king in 1677. He too was nearly helpless, though, having fled without an army or treasury to build one. In an attempt to regain his kingdom, he made substantial concessions to the Dutch, who then went to war to reinstate him.

## Lan Xang

The Lao kingdom of **Lan Xang** or **Lan Ch'ang** was established in 1354 by Somdetch Brhat-Anyā Fa Ladhuraniya Sri Sadhana Kanayudha Maharaja Brhat Rajadharana Sri Chudhana Negara (otherwise known as Fa Ngum). It is also known as the “Land of A Million Elephants”.

Exiled as an infant to Cambodia, the Lao prince from Xieng Dong Xieng Thong (formally Muang Sua after the Lao claimed it from the Mon Khmer Empire) eventually married one of the Khmer king's daughters and in 1349 set out from Angkor at the head of a 10,000-man army. Fa Ngum organized the conquered principalities into provinces (*muang*), and reclaimed Xieng Dong Xieng Thong from his father and elder brother. Fa Ngum was crowned king of Lan Xang at Vientiane, the site of one of his victories (Victory of Phay Nam), in June 1354. Lan Xang, which literally means “million elephants,” was an allusion to his formidable war machine. Lan Xang extended from the border of China to Sambor below the Mekong rapids at Khong Island and from the Vietnamese border to the western escarpment of the Khorat Plateau. It was one of the largest Kingdoms in Southeast Asia. Muang Sua was the first kingdom established and conquered by the Tai (Lao/Thai) ethnic groups into the Khmer territories.

The first few years of Fa Ngum's rule from his capital Xieng Dong Xieng Thong were uneventful. The next six years (1362-68), however, were troubled by religious conflict between Fa Ngum's lamaistic Buddhism and the region's traditional Theravada Buddhism. He severely repressed popular agitation that had anti-Mongol overtones and had many pagodas torn down. In 1368 Fa Ngum's Khmer wife died. He subsequently married the daughter of the king of Ayutthaya, who seems to have had a pacifying influence. For example, she was instrumental in welcoming a religious and artistic mission that brought with it a statue of the Buddha, the Phra Bang from which the city was renamed, which became the palladium of the kingdom. Popular resentment continued to build, however, and in 1373 Fa Ngum withdrew to Muang Nan. His son, Oun Heuan, who had been in exile in southern Yunnan, returned to assume the regency of the empire his father had created. Oun Heuan ascended to the throne as King Samsenethai in 1393 when his father died, ending Mongol overlordship of the middle Mekong Valley.

The kingdom, made up of Lao, Thai, and various ethnic hill tribes, lasted in its approximate borders for another 300 years and briefly reached an even greater extent in the northwest. Fa Ngum's descendants remained on the throne at Muang Sua, renamed Louang Phrabang, for almost 600 years after his death, maintaining the independence of Lan Xang to the end of the 17th century through a complex network of vassal relations with lesser princes. At the same time, these rulers fought off invasions from Vietnam (1478-79), Siam (1536), and Burma (1571-1621).

In 1694, however, Lan Xang fell prey to a series of rival pretenders to its throne, and, as a result of the ensuing struggles, formally ended and split into three kingdoms — Luang Phrabang, Vientiane, and Champassack, 1707. Muang Phuan enjoyed a semi-independent status as a result of having been annexed by a Vietnamese army in the 15th century, an action that set a precedent for a tributary relationship with the court of Annam at Hué.

# Nanzhao

**Nanzhao** was a Bai kingdom that flourished in East Asia during the 8th and 9th centuries. It was centered around present-day Yunnan in China.

## Founding and ethnography

Originally, there were several Bai tribes that settled on the fertile land around Erhai lake. These tribes were called Mengshe, Mengsui, Langqiong, Dengtan, Shilang, and Yuexi. Each tribe had its own 'kingdom' known as a 'zhao'. In 649 AD the chieftain of the Mengshe tribe, Xinuluo founded a kingdom (Damengguo) in the area of Lake Erhai. In the year AD 737, with the support of the Tang Dynasty of China, Pileguo united the six zhaos in succession, establishing a new kingdom called Nanzhao. The Nanzhao kingdom maintained close links with the Tang Dynasty ('Nan' is Chinese for south), and it was made up of both Bai and Yi nationalities. Some historians believe that the majority of the population was Bai, but that the elite was Yi. In any case, the capital was established in 738 at Taihe (modern day Taihe village, a few miles south of Dali). Located in the heart of the Erhai valley, the site was ideal: it could be easily defended against attack, and it was in the midst of rich farmland.

## Religion

Nanzhao had a strong connection with Buddhism, as evidenced by surviving stone carvings from the period. Some scholars are said to have claimed that Nanzhao's Acarya Buddhism was related to the Tantric Ari Buddhism of Bagan, Myanmar.

## Expansion

In 750, Nanzhao rebelled against the Tang Dynasty. In retaliation, the Tang sent an army against Nanzhao in 751, but this army was soundly defeated at Xiaguan. (It was in the same year that the Tang suffered another serious defeat at the hands of the Arabs at the Battle of Talas in Central Asia; these defeats weakened the dynasty both internally and externally.) Today the General's Cave (two km west of Xiaguan), and the Tomb of Ten Thousand Soldiers (in Tianbao Park) bear witness to this great massacre. In 754 another army was sent, this time from the north, but it too was defeated. Bolstered by these successes, Nanzhao expanded rapidly, first into Burma, then into the rest of Yunnan, down into northern Laos and Thailand, and finally, north into Sichuan. In 829, Chengdu was taken; it was a great prize, as it enabled Nanzhao to lay claim to the whole of Sichuan province, with its rich paddy fields. This was too much for the Chinese, who lost no time in counter attacking.

## Decline

By 873, Nanzhao had been expelled from Sichuan, and retreated back to Yunnan. Taking Chengdu marked the high point of the Nanzhao kingdom, and it was a watershed: from then on, the Nanzhao Kingdom slowly declined.

## Overthrow

In 902, the Nanzhao dynasty was overthrown, and it was followed by three other dynasties in quick succession, until Duan Siping seized power in 937 to establish the Kingdom of Dali.

# The Caste System

Caste is defined as a rigid social system in which a social hierarchy is maintained by the heredity of defined status in society, and allowing little mobility out of the position into which an individual is born. The term, first used by Portuguese traders visiting India in the 16th century, derives from the Portuguese *casta*, meaning family lineage, or race. It is almost always applied to the complex system which developed under Hinduism in India, although caste-like systems have evolved in other cultures and religious groups.

## EVOLUTION OF THE CASTE SYSTEM

All societies throughout history have developed social hierarchies. These hierarchies have almost always derived from occupations and their perceived relative status. As societies evolved from hunter-gatherer existence, through settled agrarian systems, development of trade, and industrialization, new occupations were created and shifts in status occurred. The caste system represents, in essence, a formalised, overtly codified social hierarchy, deriving from and subject to the changing economic and political requirements of evolving societies. While typified by its rigidity in terms of the lack of mobility for the individual, over time, the caste system as a whole has shown shifts associated with just the changes in society outlined above. A unique feature of caste, however, has been its intimate association with religion.

The religious sanction and framework given to the caste system in India have made it a particularly powerful social tool—a rebellion against caste becomes a rebellion against religion, with consequences in this and future lives—and has been a factor in its remarkable endurance to this day. The caste system appears to have evolved some time after the arrival into northern India of the Indo-European tribes known as the Aryans, a nomadic people, around 1500 bc, after the collapse of the Indus Valley civilization. No written records exist of this period (the Aryans had no writing) but it would appear from clues from later sources based on ancient oral tradition that they encountered resistance from indigenous peoples, and were involved in a protracted period of warfare with local tribes before emerging victorious. Aryan society was already split into warriors, priests, and the general populace, an unremarkable form of social organization. On vanquishing the indigenous peoples, who are described as darker skinned and with different features from the Aryans (it is possible that this refers to the Australoid and Negroid characteristics still seen in certain peoples in India), anxiety to maintain the low status of the conquered and to retain racial purity are the most likely reasons for the addition of a fourth group of servants to the social system, made up of the non-Aryan peoples. The racial aspect of caste is clearly indicated in the term that emerged to describe the four groups—varna, the Sanskrit word for colour. The four varnas, in descending order of status, were then the Kshatriyas (the king and warriors), the Brahmins (priests), the Vaishyas (who, with the rise of trade and agriculture, became the farmers and merchants), and the Shudras (servants).

Further changes were to occur before the system ossified. Most importantly, the Brahmins, pointing out their importance in sanctioning the divinity of the monarch, and vesting him with his regal authority, were able to manoeuvre to the top of the scale. As society developed (after the heights reached by Harappan culture, the Aryan period initially represented a considerable step backwards), the area under settled agriculture expanded, and trade and the arts began to flourish, resulting in the slow rise of the Shudras into the roles of cultivators of the land, and skilled artisans. Those who performed the most menial tasks, such as the sweepers, and those who collected waste, were left out of the caste system altogether, becoming outcastes or Chandalas. A system of subcastes, or jatis, evolved, related to each occupation. It is at the level of jatis that the caste system has primarily operated, with individuals of a particular jati constrained in various social aspects, especially marriage, to remain within their jati. As social and economic conditions changed, the relative position of some jatis as a whole has shifted to reflect the changing status of the occupations concerned.

This detailed link with occupation is interesting. Occupations tended to be hereditary, the son learning from the father. It was a small step, then, for caste, related to the status of the individual and their role in society, to become strictly hereditary, thus further assuring the supremacy of the Brahmins. But it is this most insidious aspect of caste that was to trap millions of individuals effectively in an impoverished, uneducated, and stigmatized state for generation after generation.

The religious exposition of this social and political phenomenon is found in the earliest of the sacred texts of Hinduism, the Rig Veda (dating back to about 300 bc but representing a far older oral tradition), which described the division of the primeval Man, Purusha, into four parts, the mouth becoming the Brahmins, the arms, the Kshatriyas, the legs, the Vaishyas, and the feet, the Shudras.

The roles of the four varnas were then established as a law of nature. But without offering some hope of salvation for all, no religion can succeed. This was provided, in Brahmin orthodoxy, by the ideas of karma (roughly translatable as “fate”) and rebirth. While, in an individual’s earthly life, his or her caste was decided by the caste of the parents, the fact of being born into a particular caste was no accident. It was dependent on one’s deeds in past lives. The Bhagavad-Gita stresses the idea of duty. The duty of an individual was dependent on caste. Thus a “good” shudra would improve his karma by a lifetime of devotion to his or her masters. Likewise, charity was part of the duty of the higher castes. Through the carrying out of these caste-defined duties, it was possible to be reborn into a higher caste. The ultimate purpose of all this was moksha, or release from the cycle of life and death, through acquiring a spiritual insight that relied, in traditional interpretations of Hinduism, on being born a Brahmin. Thus all could have hope, and the route to salvation was in doing the duty expected of one’s caste.

It is important to stress here a key difference between the workings of caste and socio-economic class. A class system could be said to be, broadly speaking, related to material wealth. This is not so for the caste system. Brahmins, being spiritually superior, were expected to renounce such worldly pleasures. It was, however, the duty of other castes to provide the Brahmins with food and other material requirements. Nevertheless, with education confined chiefly to the higher castes, there has, in effect, been a correlation between caste and class.

Much of the stigma against the lower castes and, in particular, the outcastes, or Chandalas, has been strengthened and justified through the religious concept of “ritual purity”. Manual work was regarded as essentially unclean, and those associated with it could not be allowed to enter into intimate contact with the higher castes, and in particular with the Brahmins, who performed religious ceremonies before which they, too, had to purify themselves by bathing. Thus, in addition to the taboo on intercaste marriage, the Chandalas, in particular, were not to be allowed near the preparation of food for higher castes, or even into temples (especially in South India). Eventually their touch, and even their shadows, were considered to be polluting, resulting in the Chandalas becoming so-called Untouchables and even Unapproachables.

As the system evolved, new subcastes or jatis formed with new occupations, and incoming groups of peoples were given a suitable subcast to fit them into the system, although this did not always prove straightforward.

## **THE BATTLE AGAINST CASTE**

Statue of Bhimrao Ranji Ambedkar Indian lawyer and social reformer Bhimrao Ranji Ambedkar devoted his life to striving to improve the rights and quality of life of the “Untouchables”. Initially seeking to promote his cause through journals and peaceful protests, Ambedkar became a recognized leader of the suppressed classes, and on Indian independence he joined the Cabinet of Jawaharlal Nehru. He helped frame the Indian Constitution of 1949 that outlawed untouchability.

Over the centuries, the caste system has experienced regular and strong attack from within and without, and continues to do so. Applied with varying levels of strictness at varying times, depending on the perceived vulnerability of the Brahmins, it has proved remarkably resilient.

Hinduism is not a clearly defined religion with a founder and a single sacred text. It evolved, in the first instance, through the amalgamation of Aryan ideas with Dravidian concepts, themselves linked to ancient Mesopotamia and other cultures. It has a number of sacred texts, ranging in content from the most profound philosophical thought to the most pragmatic detail of ritual, and with many apparent internal contradictions. Over the centuries, the influence of Buddhism, Christianity, and Islam (particularly Sufism), has also shaped thinking broadly termed Hindu. A rich, regional Hindu folk tradition has constantly questioned aspects of orthodoxy. Hinduism, then, espouses a variety of paths and approaches to the Ultimate, which itself has been described as Brahman, the Essence without any attributes, and in the more popular forms of the many gods of Hinduism, such as Shiva and Krishna. Clearly, in its most profound form, there is no place for caste.

Both Buddhism and Jainism represent major rebellions against the caste system, as part of Brahmin orthodoxy and oppression. The egalitarian nature of Sikhism, developed by Guru Nanak in the 16th century, was also a reaction against caste. But within the fabric of Hinduism itself, there have been many individuals and sects who have ignored or condemned caste. The mystics of the Bhakti movement, such as Chaitanya, were oblivious of such considerations, being concerned only in mystic union with God.

They happily accepted Untouchables, women, and those from other creeds as their disciples. The most important disciple of the 15th century mystic, Ramananda, a key figure in establishing the worship of Rama as a deity, was Kabir, a Muslim, who became an important poet and mystic in his own right.

Over the centuries, many unknown or unremembered individuals, including many Brahmins, have also fought their own personal battle, often being made outcasts, or even killed, in the process.

In the 19th century, Ram Mohan Roy pioneered a revival of the Vedanta and, in keeping with the spirit of the Upanishads, condemned the caste system. By the 20th century, a number of prominent individuals spoke out against the institution. The battle against caste became part of a greater nationalist struggle: it was, along with the Hindu-Muslim divide (partly perpetuated by the British), seen as a factor that divided Indians. Mohandas Gandhi appealed for the Untouchables to be integrated with the rest of Hindu society. He renamed them Harijans, or “people of God”. Ambedkar set up schools and colleges for Untouchables, and fought for their political rights.

With the coming of independence, a policy of positive discrimination was established guaranteeing a large quota of places in colleges and professional institutions, and in the civil service, to Untouchables, and other depressed classes, now collectively known as “scheduled” castes. The new Indian Constitution enshrined a belief in a secular and egalitarian system, without discrimination by caste or creed. Political organization along caste lines, and often shallow appeals by parties in order to acquire the Harijan vote, have, however, helped little and sometimes positively hindered attempts to reduce the divisions of society. Many government and volunteer organizations continue to fight against prejudice. Social customs and prejudices are hard to counter. Yet some considerable progress has been made.

## **THE CASTE SYSTEM TODAY**

Beyond these efforts, new factors attacking caste are now at play and may prove unstoppable. These are related to India’s emergence as a modern, industrial nation, linked by satellite television and computer to the other nations and cultures of the world. The rise of the urban middle classes, with free mixing of sexes, and associating material success rather than caste with social status, has led to erosion of the caste system. Arranged marriages, a key vehicle for the propagation of caste, are declining in number, although many are continuing with the purpose of propagating wealth and status. A significant number of young people in the cities are questioning the system and rebelling against it. Many problems remain, however, in the urban slums and in rural areas, where the issue of caste sometimes further complicates the fight against poverty. The former Harijans or Dalits, as they are now called, continue to be those most needing access to primary health care, clean water, and other basic resources. Of equal importance must be education, which alone can empower those who have been denied it for so long.

The impact of the caste system on the development of India over many centuries is incalculable. The country has produced many great scholars, scientists, and mathematicians. Yet it is possible, for example, that the extreme separation of practical and mental work effected by the caste system has been a factor in the paucity of technological innovation in India. The cost in social suffering has clearly been enormous. The greatest effect on the country as a whole must be the denial of the opportunity for learning and self-improvement to the great majority of the population, and with it the loss of many potential innovators, scholars, and statesmen and women. Caste, like sex discrimination, is on the decline in modern India. But its far-reaching effects may take many years to eradicate.

# BURMA'S STRUGGLE FOR INDEPENDENCE

The different ethnic groups of Burma had very different relationships with the British colonialists. The Burmans resented the colonial control of their country. They were angry because the country lost its political and economic power and they were also humiliated because of the way the British treated the last Burmese king and the disrespect they showed towards Buddhism.

But many ethnic minority groups, such as Karen and Kachin, were happy to have the British around for a number of reasons. The British protected the ethnic minorities in the Frontier Areas from the attacks of the Burmese. A lot of people were converted to Christianity by the missionaries that came with the colonialists and their children could attend missionary schools. They preferred British rule to Burmese rule.

In the 1930's, the Burmese nationalist movement started with the university students in Rangoon and other large cities of Central Burma. This was largely a Burman nationalist movement. Their aim was to free Burma from the colonial rule by the British. In the early 1931, they started a group called the *Do-bama Asi-ayone*, (DAA) or the "We Burmans Association."

The Burmese nationalist movement grew, but few people in the Frontier Areas wanted to become part of a Burmese nation. Many ethnic groups wanted their own nations, or they wanted the British to remain in power.

They had their own nationalist movements that were separate from Burmese nationalism.

In 1941, Aung San went to Japan along with 29 other young nationalist leaders to receive military training. When he returned to Burma, he founded the Burma Independence Army (BIA). When Japan invaded Burma in 1941, the members of Burmese nationalist movement were happy because they thought the Japanese would help to drive the British out and make Burma independent. However, the Japanese committed many atrocities against people in Burma. They were particularly cruel in the ethnic minority areas. And it was mostly the ethnic minority people who helped the British fight the Japanese and expel them in 1945.

When the British regained control of Myanmar after World War II, the Burmese nationalist movement lead by Aung San continued to struggle for the independence of Burma. The independence leaders knew that the ethnic minority people did not share their ideas of independence for Burma so they tried to negotiate with them.

In 1946, Shan leaders organized a conference at Panglong, in Shan State. There, they met with Kachin, Karen, and Chin leaders to discuss their plans for the future. Aung San came to this conference to try and negotiate with the ethnic leaders. However, other ethnic minorities, such as Karen, Mon, and Arakanese were not invited to this conference.

In January 1947 Aung San and a delegation of other Burmese leaders went to Britain to meet with the British Prime Minister, Clement Attlee. On January 27, 1947, they signed the Aung San-Attlee Agreement, which stated that Burmese would get independence within one year, and that Burma Proper would work to unite with the Frontier Areas.