

I. Teacher's Preface

INTRODUCTION & OVERVIEW

This module can be studied on its own or as a follow up to the Introduction to Social Science module. If your students have not completed that module, they can still study Background to Southeast Asia although you may need to spend more time covering some basic concepts or skills to get them started. The first section of the module, the Introduction, focuses on most the necessary skills students will need to study this module.

The second section of the module introduces the ancient history of Southeast Asia. It begins with general historical information on the rise of civilisation and culture. Some ancient historical information on both China and India is also provided.

The module goes on in the third section to explore the arrival of Europeans in Southeast Asia and the political, economic and social impacts of colonialisation. This section also covers the changes the colonists had on the region's religious practices and use of the land. The section ends with growing nationalism in Southeast Asia and the birth of the nations we know today.

The fourth section of the module looks at Southeast Asia today. It begins with the Association for Southeast Asian Nations (ASEAN) and looks at China and India and their influence on the region in modern times. Finally, there are several case studies which explore the political, economic and social challenges faced by some nations in the region today.

The final section explores some different perspectives on what could be the future of Southeast Asia. There is an optional final project which gives students the chance to tie together everything they have learned about Southeast Asia's past, present and future.

Some information relevant to Southeast Asia will not be covered in depth here, but can be found in other modules. More information on environmental challenges, for example, can be found in the Environment module.

FEATURES

This module contains the following features:

- A detailed Teacher's Guide with answers to all exercises and activities contained in the Student Book. The Teacher's Guide can be used in many different ways to suit students with different levels, abilities and experience, as well as courses with varying time frames. Some sections can be skipped, and optional extension and practice activities are included for those with more time.
- Skills Boxes indicating the various skills students should be using in order to complete each exercise or activity. These boxes provide a summary of the critical thinking and information processing skills that are being targeted throughout the module.
- Key Vocabulary boxes provide simple definitions to important vocabulary for each section of text. These boxes are provided to help students easily read and understand the information provided. It is not necessary for students to memorise this vocabulary.
- Review questions and activities at the end of sections one through four testing students on important terms and concepts.

KNOWLEDGE & SKILLS

In general, the subject of Social Science is broken down into six sections: History, Geography, Politics, Economics, Culture (or Society) and Development. In this module students will study all of these topics as they apply to Southeast Asia.

The module follows a historical timeline, beginning from ancient Southeast Asia and progressing until modern times. At all times, the module should reinforce that the study of history is an inexact science requiring us to always discover and interpret clues from the past. It is difficult for us to know exactly what happened, especially when we study ancient history. Core skills related to History that you will find in this module include:

- Making timelines
- Ordering events
- Matching dates and events
- Summarising
- Cause and Effect
- Looking for historical evidence
- Interpreting historical evidence

Understanding Geography is very important to understanding Southeast Asia, the development of its people and many of its current politics. As a result, this module has many of maps and often asks students to think about geography. The introduction provides some basic map reading skills. During the module students will be asked to use and develop the following skills:

- Use compass directions
- Identify places on a map
- Tracing sea routes on a map
- Explaining the effects of geography

In this module, the study of politics begins with the early empires. There is an emphasis on politics in the sections about the colonisation of Southeast Asia and the emergence of new nations in the region. Students will be asked to use the following political skills while studying this module:

- Explaining the effects of various political decisions and events
- Making connections between different events
- Analysing information
- Restating information
- Expressing an opinion
- Debating
- Developing an argument
- Critical thinking
- Interpreting political drawings and cartoons

Beginning with the first development of surplus in ancient societies, this module explores how the economy of Southeast Asia developed over time. Students will be required to explore the relationships between the countries of Southeast Asia not only politically but also economically. In order to do so they will need to use and develop the following skills:

- Explaining the economic impact of events
- Analysing information
- Making connections between politics and economics
- Explaining supply and demand and their effects

This module contains several sections which explore religion in Southeast Asia and how it has changed over time. It also explores the diversity of language and culture in Southeast Asia. The social skills that students will need to use and develop during this module include:

- Creating definitions and restating information
- Looking for evidence
- Explaining how geography affects culture

As this module follows a historical timeline, it also follows the development of Southeast Asia. The last section on modern Southeast Asia looks at development today and the challenges faced by nations today. When studying Development in Southeast Asia, students will need to use and develop the following skills

- Analysing
- Explaining cause and effect
- Making connections
- Expressing an opinion
- Making an argument

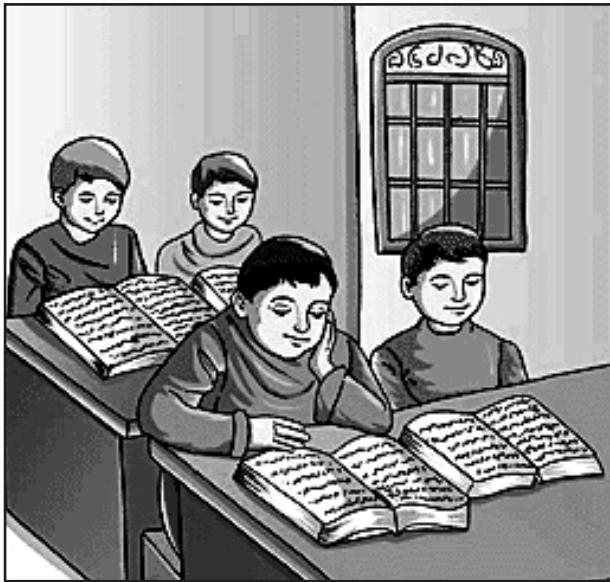
In addition to these skills there are a variety of general skills students will use and develop while studying this module. These include:

- Reading comprehension
- Reading for specific information
- Scanning or reading for gist
- Making an outline
- Choosing the main idea
- Making titles
- Summarising
- Restating information
- Analysing pictures
- Creating definitions
- Organising information and using a chart
- Role play
- Imagining
- Asking questions
- Make predictions
- Apply information
- Give reasons
- Classifying
- Advantages and Disadvantages

CLASS FORMAT

The skills boxes provide a guideline for teachers when organising and delivering their lesson. These are a guideline only. Groupwork can be done in pairs or alone in many cases, and the opposite is also true. Teacher's should decide on what best suits the activity, their classroom, the number of students and the time available.

Generally each section starts with either a **Preview** or a **Brainstorm**. This introductory section



is often followed by key words and a reading. Lessons usually include some exercises and discussion and finish with review.

A **Preview** asks students questions they most likely do not know the answer to already. The purpose of the Preview is to get students thinking about the lesson ahead. The Preview will also help teachers assess their student's prior knowledge. If students can answer the Preview questions easily and already know a lot about a topic, teachers can skip exercises in this section and move through it more quickly. In general, however, the Preview questions are designed to get students thinking, predicting and guessing.

These questioning periods should be open and encourage all student responses. Preview questions generally ask for student's opinions (i.e.: "What do you think happened next?"), therefore there is no real right answer to these questions.

Teachers may want to have students write down their predictions and responses to Preview questions and then check back with them at the end of the module. Were the students right or not?

Brainstorming is quite similar except that it is not always focused on something the students don't yet know about. When students Brainstorm, they should try and provide all the information they know about a subject. Brainstorming can be done individually, in pairs, in groups or as a whole class. Teachers can ask students to do a free Brainstorm, putting all of their ideas onto the page, or to organise their ideas as they are Brainstorming, using a chart or a mind-map. Teachers can have Brainstorming competitions, awarding points to the group with the most number of ideas related to the topic, or the most well organised mind-map. Brainstorms can be done orally with the teacher asking the Brainstorm question out loud and students answering out loud, or they can be done in written form in the student's notebooks, or using a whiteboard or blackboard.

Keywords are presented in a box before any large section of text. These are words which have been chosen as particularly difficult for students and which may help them better understand the information being presented. It is not necessary for students to memorise these words. Important vocabulary are often explained in the text, or asked about in the questions that follow. How teachers use the keywords will depend on the reading activity they have selected. Some teachers pre-teach keywords, using different activities to help students learn the new vocabulary before reading. Some teachers will look at the definition of keywords as they come up in the text. Other teachers will discuss the keywords when the reading is finished. Some teachers, particularly those who are teaching classes with high-level English skills, may not need to spend any time on keywords at all. The



important thing to note is that keywords help students make sense of important information in the text while they are reading. They are there so that students will not have to have a dictionary with them at all times and look up every single word. It's normal that students will not know every single English word that appears in this module, but if they are able to understand the keywords, they should be able to understand the most important information presented here.



Reading can be done in many different ways. Some reading might be assigned for homework. Other reading sections might be read quietly and individually during a class. The teacher could read some sections out loud or could appoint a student to read sentence by sentence or paragraph by paragraph. Some reading methods might work better in some situations or teachers may want to use all of them at different times to give their students variety.

When reading, in addition to the exercises in the book, teachers may want to provide extra exercises to students. Some ideas include:

- Giving additional reading comprehension questions
- Asking students to rephrase the main points in their own words
- Getting students to write short summaries of the key points
- Asking students to make an outline of the reading
- Ask students to explain key vocabulary in their own words
- Get students to restate key sentences in their own words

Exercises usually indicate if pair work or group work is suggested. Teachers can give exercises for homework or ask students to complete them in class. Some exercises can be done orally, others students can complete in their workbook. Teachers can skip exercises if they don't have time or if the exercises do not suit their student's level or ability. When doing exercises, it is important to encourage students to use full sentences to express their ideas and to use their own words whenever possible, rather than repeating things they read in their book. It is often good to ask follow-up questions to push students, such as "Why do you think that?" or "How do you know that?" or "Show me where it says that in the text." These kinds of questions help students develop their critical thinking skills and also helps other students who are listening discover how to arrive at the correct answer.

Discussion usually means answering questions orally rather than by writing answers in a workbook. Key elements of discussion for both teachers and students are listening to responses and forming opinions. Discussions can be held as a whole class, in small groups, or in pairs. As the class progresses, teachers should demand more and more from their students during discussion periods. At first, students should be able to make and state an opinion but as the class continues, it is a good idea to encourage students to give the reasons for their opinions and to explain their opinions more fully.

Review can be used to help students remember information they have already learned and connect it with new information in the module or it can help students remember the information they have just learned in the previous section. It is a good idea to spend some time reviewing as you go along, as it helps students retain more information.

1. Before you Begin

During this chapter students will be asked to:

- brainstorm
- compare and contrast
- organise information
- reason
- create definitions
- read and comprehend
- identify countries on a map
- give directions using a compass rose

1.1 INTRODUCTION

Brainstorm

Put the map of Southeast Asia on the board and get the students to brainstorm everything they can think of about Southeast Asia. Anything the students say here is OK.

Get the students to compare their lists in pairs. Then discuss as a class, what ideas were the most common? What do most people think of when they think of Southeast Asia? What were some things that students hadn't heard of before?

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.

	Similarity	Difference
History	<i>Southeast Asian countries share a common history: most were colonised in the past</i>	<i>Some countries were colonised by Britain, others by the Dutch or the Portuguese</i>
Geography	<i>Water and forests dominate in most Southeast Asian countries' physical environment</i>	<i>Some countries are islands, others are part of large landmasses Brunei is very small (just 5,765km²) whereas Indonesia is very large (1,904,569km²)</i>
Economics	<i>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</i>	<i>Some countries have a stronger economy than others Singapore is more industrialised, Cambodia is more agricultural</i>
Politics	<i>Both Thailand and Cambodia have constitutional monarchies</i>	<i>Some countries still have a monarchy, others are democratic or communist</i>
Development	<i>Many countries in the region face the problem of choice between protecting their environment and natural resources, and economic development. People throughout Southeast Asia grow rice</i>	<i>Some countries are quite developed, like Singapore, and others are still working on things like roads, like Laos</i>
Society	<i>Traditional beliefs are common across the region.</i>	<i>Some countries, like Malaysia, are Muslim, others, like Thailand, are Buddhist</i>

Exercise

Option 1: Get the students to guess the answers. Then play a quiz game with the students. Put answers on bits of paper and stick them up around the classroom. Assign specific questions to groups of students and get them to find the answers.

Option 2: You can use this quiz as a team game (assign 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 answers). You may want to combine Option 2 and Option 3.

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) or Hkakabo Razi (Myanmar) i. Mekong j. East Timor k. Thailand

Exercise

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. *There are three basic ways of organising societies: bands, tribes, and nation states.*
- B. *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. 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 (Pakistan), already had developed sophisticated urban life and was governed by a monarch. It operated more like a nation state than a tribe.*

Brainstorm

Skills:
Organising
information

Here are some of the different ethnic groups living in Southeast Asia. This is not a comprehensive list and students and teachers are welcome to add more nationalities.

<i>Karen (Thailand and Myanmar)</i>	<i>Mon (Thailand and Myanmar)</i>	<i>Chinese (Brunei, Malaysia,</i>
<i>Akha (Myanmar, Laos, Thailand)</i>	<i>Malay (Vietnam, Malaysia,</i>	<i>Myanmar, Thailand, Singa-</i>
<i>Hmong (China, Laos, Vietnam</i>	<i>Brunei, Thailand, Indonesia)</i>	<i>pore, East Timor, Indonesia)</i>
<i>and Thailand)</i>	<i>Chin (Myanmar)</i>	<i>Indian (Malaysia, Singapore,</i>
<i>Lisu (Thailand, Myanmar)</i>	<i>Nāga (Myanmar)</i>	<i>Myanmar, Indonesia)</i>
<i>Lahu (Laos, Thailand, Myanmar)</i>	<i>Javanese (Indonesia)</i>	<i>Timorese (East Timor)</i>
<i>Yao (Vietnam, Laos, Myanmar</i>	<i>Sundanese (Indonesia)</i>	<i>Lao Lum (Laos)</i>
<i>and Thailand.)</i>	<i>Tagalog (Philippines)</i>	<i>Lao Theung (Laos)</i>
<i>Katu (Laos, Vietnam)</i>	<i>Cebuano (Philippines)</i>	<i>Thai (Thailand, Vietnam)</i>
<i>Alak and Laven (Laos)</i>	<i>Ilocano (Philippines)</i>	<i>Vietnamese (Vietnam, Cambodia)</i>
<i>Khmer (Cambodia, Vietnam)</i>	<i>Bicol (Philippines)</i>	<i>Filipino (Philippines)</i>

This question is answered in detail in the following section and has to do with the geography of the region and how human settlements formed. For now, encourage students to wonder, guess and predict. Encourage all answers. Tell students at the end of the discussion that they will learn the correct answer as they continue reading.

Discussion

Skills:
Reasoning

Many answers are possible to this question. Some answers many include: *Ethnic misunderstanding and racism; religious differences; language difficulties; choice of language for education; conflict over land; power sharing conflicts.*

Many modern states have many ethnic groups living together because of immigration. Examples could include: *Canada, Great Britain and Australia, Mongolia and Brazil*

1.2 GEOGRAPHY

(Please see next page)

Exercise

Skills:
Creating
definitions

Students should come up with a definition in their own words. The definition could include:

- Earth's surface
- Vegetation and climate
- Distribution of people across the world
- Features of the land including mountains, rivers, hills, valleys, oceans, etc
- Studying the physical structure of a region or area
- Environment and habitat

Here are some definitions you can share with students if you like:

“To describe or write about the Earth”

– The literal translation from the Greek word, γεωγραφία (*geographia*)

“The study of the physical features of the earth and of human activity that relates to these features.”

– Oxford English Dictionary

“The study of the Earth's surface and it's related physical, biological and cultural features”

– Princeton Encyclopedia

“The science or the study of earth and it's life; a description of land, sea, air and the distribution of plant and animal life including people and cities.”

– American teacher's dictionary

Exercise

- A. Rivers, mountains
- B. Volcanoes
- C. Fertile soil was brought by mountain rivers down to the valleys. Valleys were important because that is where fertile soil was located, which is important for crops and growing food.
- D. Volcanoes were important because when they erupted, the ash put new minerals in the soil, making it more fertile.
- E. Mountains and islands separated different groups of people in Southeast Asia. Even though many of these groups lived quite close together, mountains and islands might have separated them. As a result, they developed very different languages and cultures.

Map work

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

1. The Philippines
2. Brunei
3. Indonesia
4. Singapore
5. Malaysia
6. Cambodia
7. Vietnam
8. Thailand
9. Laos
10. Myanmar
11. East Timor

Exercise

- A. India, China, Hong Kong, Macau, Papua New Guinea, Sri Lanka, Bangladesh, The Maldives, Bhutan.
- B. China, India, Russia, Iran, Afghanistan.
- C. Mainland Southeast Asia includes: Myanmar, Thailand, Laos, Cambodia, Vietnam, and Malaysia.
Island Southeast Asia includes: Singapore, Brunei, The Philippines, Indonesia and East Timor (and part of Malaysia).

Exercise

Skills:
Using compass
directions

Answers:

- a) *West Northwest*
- b) *Southwest*
- c) *Kepulauan Atuna*
- d) *Lombok*
- e) *North Northwest*
- f) *South Southeast*
- g) *West Northwest*
- h) *The Paracel Islands*

Exercise

Skills:
Using compass
directions

When the students have completed the above exercise, tell them that they will now make a quiz for their friends using the compass rose and Map 2. Each student should prepare three to five sentences. Read the example together in the book, then do another example together.

Example: *They are South of the Paracel Islands. (Answer: The Spratly Islands)*

Extension

For additional practice with maps, review what the module says on page 6 about map scales. The students will need rulers for this activity. In this case, the distances will be approximate because they refer to groups of islands rather than specific places. Tell the students to measure from the centre of the circle when calculating the distance between groups of islands.

Ask students to write down the distance between each of the islands mentioned in the previous exercise. Demonstrate the first question for the class. For extra practice, students can add distances to the sentences they made themselves.

Answers:

- a) *The Spratly Islands are 1,400 miles West Northwest of Palau.*
- b) *Kepulauan Atuna is 1,800 miles Southwest of the Spratly Islands.*
- c) *Kepulauan Atuna is 3,100 miles East Southeast of the Nicobar Islands.*
- d) *Pulau Siberut is 1,200 miles Northwest of Lombok.*
- e) *Palau is 800 miles North Northwest of Kepulauan Aru.*
- f) *Lombok is 1,200 miles South Southeast of the Spratly Islands.*
- g) *The Andaman Islands are 2,700 miles West Northwest of Palau.*
- h) *Palau Simeulue is 1,400 miles Southwest of the Paracel Islands.*

1.3 REVIEW

Comprehension

Answers:

1. *Island Southeast Asia and mainland Southeast Asia*
2. *Myanmar, Thailand, Laos, Cambodia, Vietnam, Malaysia, Singapore, Indonesia, Brunei, East Timor, the Philippines*
3. *Island Southeast Asia includes: Singapore, Brunei, the Philippines, Indonesia and East Timor (and part of Malaysia)*
Mainland Southeast Asia includes: Myanmar, Thailand, Laos, Cambodia, Vietnam and Malaysia
4. *Volcanoes and mountains / valleys*
5. *Volcanoes put new minerals in the soil and made it more fertile after they erupted. Fertile soil would wash down the mountains into the river valleys, making the river valleys very fertile. Having fertile soil was important for humans to grow food and so that is where they made the first settlements.*
6. *Karen, Akha, Hmong, Lisu, Lahu, Yao, Katu, Alak and Laven, Khmer, Mon, Malay, Chin, Nāga, Javanese, Sundanese, Tagalog, Cebuano, Ilocano, Bicol, Chinese, Indian, Timorese, Lao Lum, Lao Theung, Thai, Vietnamese, Filipino (and any others from page 4 of the Teacher's Book)*

	Similarity	Difference
History	<i>Southeast Asian countries share a common history: most were colonised in the past</i>	<i>Some countries were colonised by Britain, others by the Dutch or the Portuguese</i>
Geography	<i>Water and forests dominate in most Southeast Asian countries' physical environment</i>	<i>Some countries are islands, others are part of large landmasses</i> <i>Brunei is very small (just 5,765km²) whereas Indonesia is very large (1,904,569km²)</i>
Economics	<i>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</i>	<i>Some countries have a stronger economy than others</i> <i>Singapore is more industrialised, Cambodia is more agricultural</i>
Politics	<i>Both Thailand and Cambodia have constitutional monarchies</i>	<i>Some countries still have a monarchy, others are democratic or communist</i>
Development	<i>Many countries in the region face the problem of choice between protecting their environment and natural resources, and economic development. People throughout Southeast Asia grow rice</i>	<i>Some countries are quite developed, like Singapore, and others are still working on things like roads, like Laos</i>
Society	<i>Traditional beliefs are common across the region.</i>	<i>Some countries, like Malaysia, are Muslim, others, like Thailand, are Buddhist</i>

(and any other ideas the students brainstormed from page 3.)

8. *India, China, Hong Kong, Macau, Papua New Guinea, Sri Lanka, Bangladesh, the Maldives, Bhutan.*
9. *A compass rose*
10. *A compass rose helps you to give or remember specific directions*

Skills Practice

(Answers on the next page)

1. *Sumba is Southwest of Flores.*
2. *Bangka is East Northeast of the Mentawi Islands.*
3. *The Sangihe Islands are Southeast of Palawan.*
4. *The Talaud Islands are East Southeast of Palawan.*
5. *Bangka is South Southwest of the Batan Islands.*
6. *Bangka is South Southwest of Natuna Island.*
7. *The Sangihe Islands and the Talaud Islands are East of Natuna Island.*
8. *Sumba is West Southwest of Tanimbar Island.*

Skills Practice

Answers:

1. *From Bangka travel 1000 miles East Southeast to Tanimbar Island*
2. *From the Sangihe Islands travel 100 miles Northeast to the Talaud Islands*
3. *From Sumba travel 1600 miles West Northwest to the Mentawi Islands*
4. *From Flores travel 1400 miles Northwest to Natuna Island*
5. *From Palawan travel 900 miles North Northeast to the Batan Islands*

Definitions

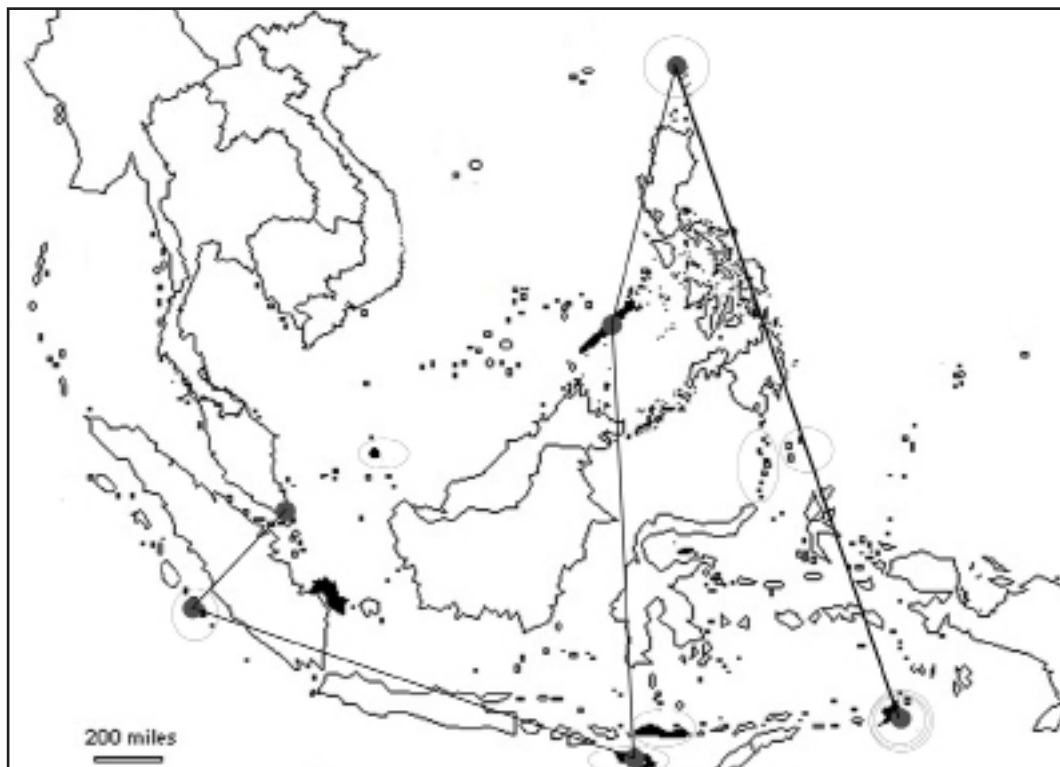
Example Answer:

1. Geography (Teacher's Book page 5)

Everything related to the nature of the earth's surface including climate and vegetation, environment and habitat and the physical features of the land such as mountains, valleys, oceans, etc.

Skills Practice

The treasure is buried on the south part of Tanimbar Island, next to the ruined church.



Have student's check each other's directions. Walk around and check to make sure they are completing the activity correctly.

2. Ancient Southeast Asia

During this chapter students will be asked to:

- imagine what life was like in ancient times and make guesses about what it may have been like
- read and comprehend
- apply information, reason and make inferences
- create definitions
- make lists and mind-maps
- find similarities
- match pictures and information
- think critically about the origins of surplus and inequality in society
- describe cause and effect
- read for gist, scan text
- look for historical evidence
- trace routes on maps
- identify the main idea of a text
- make questions based on a text
- put information into a timeline
- describe advantages and disadvantages
- brainstorm their ideas
- restate information in their own words
- organise information into charts
- compare and contrast ancient civilisations
- express an opinion and support it with examples to develop an argument
- research religions in the community, interview people and present findings

2. Ancient Southeast Asia

2.1 INTRODUCTION

Preview

Skills: Imagining

- A. Brainstorm with students anything they know about ancient Southeast Asia. By ancient, we mean thousands of years ago. Ask students where they got this information.
- B. Most students will have read the information they know in a book or heard it from a teacher or someone else. Ask students if they are sure this information is true. If they are sure, ask them how they know. If they say because the author of a book or someone told them, ask how the author knows the information is true. Did that person see it themselves? Were they there?

Brainstorm with students how authors and other people get information about what life was like thousands of years ago. Accept all possibilities and encourage students to be creative in their answers. Then read the text together.

Discussion

Skills: Reading comprehension, applying information

- A. *Students should have learned something about how historians gather information about ancient history. People like archeologists look for material evidence and then try to interpret this evidence.*
- B. *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.*
- C. *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.*
- D. *More written accounts and more material evidence would help historians make more accurate accounts of history.*

2.2 CIVILISATION AND CULTURE

Preview

Words that belong to civilisation: *culture, development, society, towns and cities, religion and groups.*

Nomads do not belong with civilisation because civilisation is generally thought about as developing permanent structures. Most historians think civilisation began when people stopped being nomads and settled in one place for longer periods of time.

Individuals do not belong with civilisation because civilisation is about a group of people and their culture and accomplishments.

Here are some definitions of civilisation which might help you determine if your students have written good definitions. The student definitions will not be the same as these definitions but should contain similar information:

“The process of achieving an advanced stage of human development”
– Oxford English Dictionary

“Civilisation is the advanced state of a society possessing historical and cultural unity.” – Microsoft Encarta

“A civilisation is a society or culture group normally defined as a complex society characterised by the practice of agriculture and settlement in towns and cities. Compared with other cultures, members of a civilization are commonly organised into a diverse division of labour and an intricate social hierarchy.” – Wikipedia

“The term civilisation refers to several cultural elements that first appeared in human history between 8,000 and 6,000 years ago. At that time, on the basis of agriculture, stock-raising, and metallurgy, intensive occupational specialisation began to appear in the river valleys of South West Asia. Writing appeared, as well as urban centers that accommodated administrators, traders, and other specialists. The specific characteristics of civilisation are: food production (plant and animal domestication), metallurgy, a high degree of occupational specialization, writing, and the growth of cities.” – Columbia Encyclopedia

Brainstorm

Skills: Making lists, making definitions

Brainstorm what students know about culture. This should be a fairly open discussion. Accept all answers. More specific information will be providing during the next reading.

Exercise

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

Answers:

- A. *All words in this list are part of culture.*
- B. Students can add words they think belong to this list. These words should be anything that a group of people do in the same way. Any word relating to the habits of humans is related to culture for example: *traditions, song, dance, food, holidays, celebrations, music, clothing, etc.*
- C. 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.
- D. Students are being asked to imagine here so there are no right and wrong answers. Encourage students to think about what is included in culture today including types of music, religions, food, etc and think about what culture might have included thousands of years ago. Some things, like weddings, will be the same, other things like hip hop music, will be different.

Brainstorm

Skills: Finding similarities

Answers:

- A. *Egypt, Mesopotamia (present day Iraq), India, China.*
- B. *They are all along large rivers. In fact they are 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:

1. C 2. B 3. A

2.3 SURPLUS AND INEQUALITY

The Introduction to this section can be used as a group discussion question, a question for pre-class homework reflection, or simply read in class together.

Exercise

Skills: Critical
Thinking

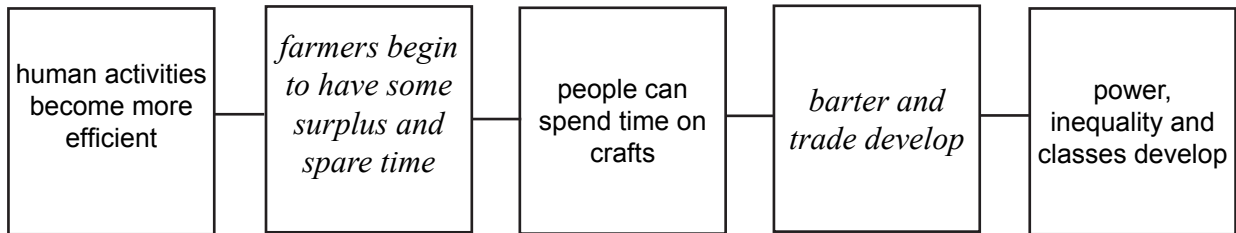
This is an opinion question so students are encouraged to express their thoughts. Based on what they have already read about civilisations in river valleys, however, they should be able to predict that Lin Oo and his family will become very rich, Devi and her family will survive and Xing will probably be poor. Push your students to think about what might happen in the next generation and the next. Lin Oo's family might hire Xing's family as servants, for example, or Xing's family might not survive and might eventually die out. Lin Oo's family is most likely to get an education and get political power. There are many possible answers and ideas students might express. It is extremely unlikely, however, that there will be no differences between these three families, especially over time.

If Xing's family discovers bronze and starts making tools, this would change the situation. Tools, especially metal tools, make farming more efficient and easier, so Xing's family might become less poor.

Exercise**Skills:** Cause and effect

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

Answers:

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

Option 1: assign the text for homework

Option 2: read paragraphs in pairs, and then partners re-tell their paragraphs to each other.

Afterwards, have a discussion of the story about Taa and her family.

Possible answers:

- A. *Taa's community sounds like a tribal society. There no mention of any central government – the community is self-sufficient.*
- B. *There is no mention of money – only barter.*
- C. *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 16 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.

Exercise

Skills: Selecting
topic sentences,

Answers:

A. II.

Answer IV is also close, but II is better, as the text talks more about classes than about trade.

Exercise**Skills:**

Reading for
gist, scanning,
inferring

Answers:

B. *III. Other answers only summarise the different paragraphs of the text*

C. *I - paragraph 3*

II - paragraph 1

III - paragraph 5

IV - paragraph 2

V - paragraph 4

D. *rulers, priests, farmers, craftsmen, merchants, healers, missionaries, scholars*

E. *indigenous cults, organised religions (Hinduism), Buddhism, Islam, Christianity*

F. *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 travelled 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.*

2.5 THE EARLIEST RELIGION

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.

Be aware that some people have very strong and very different views about what religion is and about specific religions. It is important that all students feel safe to discuss their ideas in the classroom.

"Religion" is a very difficult word to define and it is very likely that asking students to define "religion" will lead to discussion and debate. Here are some definitions others have used, but none can be considered to be the "right" definition. If you have time you may want to share these with students and ask them:

- Which definitions do you like? Why?
- What is missing from each definition? What is included that shouldn't be?

"Any specific system of belief and worship, often involving a code of ethics and a philosophy."
– Webster's New World Dictionary

"... a system of social coherence based on a common group of beliefs or attitudes concerning an object, person, unseen being, or system of thought considered to be supernatural, sacred, divine or highest truth, and the moral codes, practices, values, institutions, traditions, and rituals associated with such belief or system of thought." – Wikipedia

"Religion is the sigh of the oppressed creature, the heart of a heartless world, and the soul of soulless conditions. It is the opium of the people." – Karl Marx

(Continued on the next page)

Brainstorm

Skills: Making lists, mind-maps

As students are discussing their definition of religion, you can write down any examples of religions that they mention.

Look at the list together. Are there any more religions to add to the list?

Option 1: Make a mind-map on the board together and ask students what they know about each religion. Make sure students copy the mind-map into their notebook to add to as they continue reading. *(Students may be unfamiliar with how to make mind-maps. If they are, do this one together on the board and explain to students what you are doing as you go along.)*

Option 2: Students work in small groups to complete a mind-map with as much information about each religion as they can. Set a time limit and award the group with the most information when you finish.

Discussion

Skills: Making definitions, looking for evidence

- A. The student's book describes animism as the worship of nature and the belief that things in nature have spirits and can influence and control the life of people. Students should use their own words to express this idea.
- B. These answers will vary from community to community
- C. Discuss the students' ideas on this topic. There is no right answer. In some places there may be spirit houses, or a practice of thanking ancestors or visiting and cleaning family graves.

2.6 THE PEOPLE OF ANCIENT SOUTHEAST ASIA

Brainstorm

Students guess the answers before reading the text. Then they read the text to check their answers. Don't give out the answers until **after** the students have read the text.

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**Skills:**
Inferring

Discuss the questions with the class.

Answers:

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

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:**

- A.** *The reason the text uses a lot of words like that is that it is not known for sure exactly how things happened in ancient Southeast Asia. There are no written records.*
- B.** *The text mentions archaeological excavations. They found a clay pot with a grain of rice stuck to it.*

Discussion**Skills:**
Reasoning

Students can predict the answer to this question before doing the reading. You may want to remind them about the case study on page 14.

After the students have read the text, they should be able to answer this question more specifically.

Discussion**Skills:** Cause
and effect,
reasoning

- A.** *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.*
- B.** *The surplus affected society because it allowed people to stop farming and start developing crafts. These crafts could be traded for food within a community and the extra crafts and surplus food could be traded between settlements.*

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 (classes). 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.*

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

If your students need help answering this question, tell them to read Section 1.2 of this module again (*pages 4 and 5*).

Possible answers:

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.

(Note: The word ‘agrarian’ is found in the keyword box on page 21 and the word ‘maritime’ is a keyword on page 16.)

Discussion

Skills: Imagining

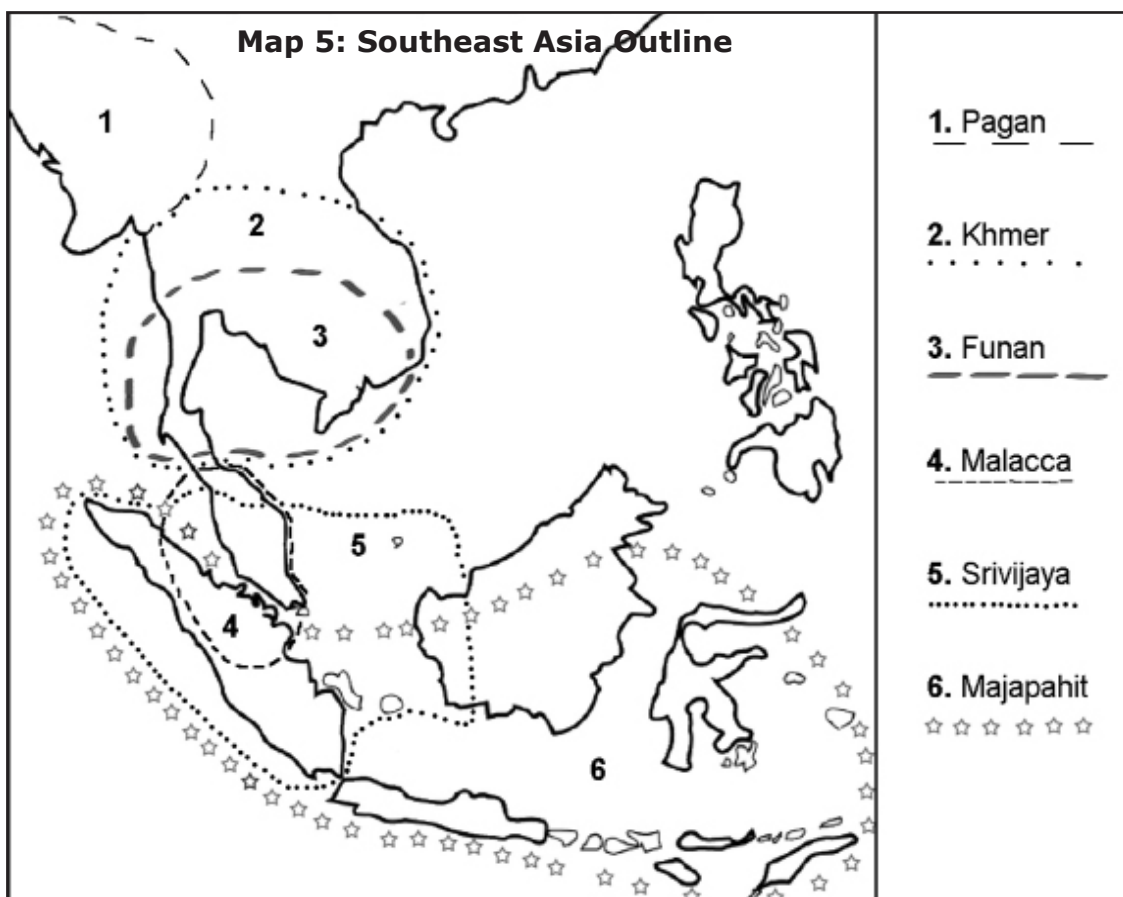
Possible answers:

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

Review

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

Map work



Empire	a.	b.	c.	d.
Funan	maritime	Oc-Eo was the important port	On the trade route between China and India in the 2nd to 6th centuries AD	The port was strategically located and provided shelter; harbour and rice to traders
Srivijaya	maritime	Palembang	The new sea trade route between India and China (starting in the 6th century)	The port gave security from storms and pirates and gave traders food and water
Majapahit	mainland	Majapahit	International spice trade route	(not much information)
Malacca	maritime	Malacca	The sea trade through the Strait of Malacca (15th century)	The many mosques of Malacca appealed to Muslim traders
Khmer	mainland	none	After Angkor, the capital moved to Phnom Penh, which participated in trade along the Mekong	The first capital, Angkor, was not well located for trade
Pagan	mainland	none	Perhaps some trade on the Irrawaddy River	One problem Pagan faced was conflict between Buddhist monasteries and the King

2.7 EARLY SOUTHEAST ASIAN EMPIRES

Preview

Skills: Guessing

Students probably would not know answers to these questions. They will find them out after reading the texts on the next two pages, but at this stage just get their ideas and put them on the board.

Group work

Skills: Explaining,
reading
comprehension

Now get the students to read the texts. Get groups to choose one of the texts about the first empires. Then get groups to teach each other about what they read.

Option 1: All the students who have read the same text work together to make a presentation to the whole class about the important facts about that Empire.

Option 2: Make groups which include someone who has studied each Empire. Each student is responsible for telling the people in his or her group about the Empire he or she studied.

For homework students should read all the texts.

Group work**Skills:** Making questions

In groups, students make their own questions based on the texts. Each group should make at least one question for each of the states in the reading and write it on a strip of paper. When they have finished, re-distribute the questions. Students answer each other's questions. To begin, write three example questions for your class like these:

- *Who destroyed the Pyu capital? (Answer: The Nan Zhao)*
- *When did the Thais come to Thailand? (Answer: In the 13th century)*
- *What was the name of the first Khmer Kingdom? (Answer: Chenla)*

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 Myanmar.*
- *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.

**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.

2.8 INDIA AND CHINA

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 to Southeast Asia. They were 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, Hinduism 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 Confuciusm. 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.*

(Continued on the next page)

- E. Most students will not have heard of the Harappan civilisation. If you have time you can ask them to make guesses about why it might be special or interesting.

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. *There were several different routes for trade between China and India and these will be covered later in the module, for now students are just guessing.*

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

India: *Pakistan, China, Nepal, Bhutan, 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

Skills: Cause and effect, advantages and disadvantages

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.*

Exercise

Skills:
Looking for historical evidence

It is most likely that historians have found archeological evidence. They may have found the foundations or parts of walls of ancient houses. Even after all these years, it is likely that some fire-hardened bricks are still intact.

When archeologists dig up a large area and find many walls and buildings, they can make measurements and start to draw a map of how a city might have looked. There might be grains of wheat in one building, which would suggest it was used as the granary.

Discussion

- A. *At the same time that Mohenjo-Daro was built and populated, human civilisation around the world was much less advanced. Most settlements were not planned, but grew when the population grew and people built homes. Most settlements did not have water systems or drainage systems.*
- B. Students may or may not know civilisations which declined. Here are some: *the Maya of the Yucatan Peninsula in Mexico; the Polynesian societies on Henderson and Pitcairn islands in the tropical Pacific Ocean; the Anasazi in the American southwest; the ancient societies of the Fertile Crescent; the Khmer at Angkor Wat; the Moche society of Peru; the Asiatic Empire of the Egyptians; the Han and Tang dynasties of China; the Muslim Abbasid Caliphate; the Roman empire across Europe; the Mesopotamian empire in Persia; Mali, Songhai and Ghana in West Africa.*
- C. Get students' ideas.
- Possible answers:** *wars, natural disasters, depletion of natural resources, environmental change or destruction, overpopulation*

Discussion

- A. *Aryans were nomads and mostly lived off their cattle, while Harappans lived in permanent settlements and relied on agriculture.*
- B. Students should use their own words to summarise these three ideas:
- 1. Floods killed people and forced them to leave. The floods might have been caused by erosion after people cut down too many trees.*
 - 2. Wars between the Aryans and the Harappans.*
 - 3. The Indus River changed course, possibly because of earthquakes.*

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. Systems of class vary from place to place and may be called by different names or by no name at all.

Southeast Asia mostly used a simple three-layer class system, as described on page 16. The students are about to learn about the Indian caste system.

Exercise

Skills: Restating
information

Example answer:

In 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 outcasts 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.

Student drawings will vary, but they should show that no movement is possible and that there are more untouchables than there are Shudras and more Shudras than Vaishyas, etc.

Answers:

Discussion

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. Immigrant communities have brought the caste system from India to places like America and Britain. In other places, caste, or strict social hierarchy, is fading and affects people's lives less and less.

Debate

Have a debate. As preparation for debate, you might give the students some extra materials 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. One team supports organising society according to caste, the other is against it. Teams should brainstorm together the best arguments they can think of, explain their argument and try to think of examples of each argument. When students have prepared, select a student at random from each team to explain the first argument. Selecting students at random will help make sure that all students are participating and prepared. When all the arguments have been made, select a winner.

Exercise

Skills: Organising
information

Time period	Early Rig Vedic	Later	End of Rig Vedic
Castes and classes	<i>Nobles and Commoners</i>	<i>Nobles, commoners and Dasas</i>	<i>Brahmins, Kshatriya, Vaishya, Shudra and Untouchables</i>
Movement	<i>Flexible</i>	<i>A little flexible</i>	<i>Totally inflexible</i>

China

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.



Map work

(from page 32)

The Yangshao settled along the Yellow River and later also lived along the Wei River.

The Lungshan probably lived in the same area, more along the Wei than the Yellow River.

The Shangs came from the Wei River Valley.

Exercise**Skills:** Applying information

A. *The Xia, the Shang, the Zhou, the Qin and the Han.*

B. *The Indus Valley civilisation was prospering.*

Discussion**Skills:** Compare and contrast

A. *The ancient Chinese grew mostly rice and millet while the Harrappans grew wheat, the Chinese harvested silk, while the Harrappans grew cotton. The two groups had 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 a long period of time 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 believed in the caste system. The ancient Chinese focused more on ancestor worship and on worshipping various gods of nature. They also believed that the spirits of people who die live on and have strong powers.*

2.9 NEW RELIGIONS

Preview

Products (goods for trade) and religion.

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

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 the ones below, but students don't necessarily have to agree with them.

Possible answers:

- *New religions were made to sound appealing by the missionaries and travelling 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.*

Group work**Skills:** Chart work, reading comprehension

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 on the next page 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?	Main beliefs	Where do most followers live now?
Animism	<i>Hard to estimate, developed with specific 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 cults differ from place to place. Even a very small community can have their own version of animism</i>	<i>Most followers of animist cults now live in Southeast Asia and Africa; some also live in South America and in Northern Canada</i>
Hinduism	<i>About 3,000 years ago</i>	<i>India</i>	<i>Hindus worship many different gods and they believe in reincarnation</i>	<i>Mostly in India and on the island of Bali</i>
Buddhism	<i>About 2,500 years ago</i>	<i>India</i>	<i>All people can attain enlightenment and stop suffering</i>	<i>Throughout South-east and East Asia and in Tibet and Mongolia</i>
Islam	<i>About 1,500 years ago</i>	<i>Middle East</i>	<i>Allah (God) revealed himself to the Prophet Muhammad. The Qu'ran is the holy book of Islam</i>	<i>The Middle East, North Africa, Central Asia, South-east Asia, India and smaller communities throughout the world</i>
Christianity	<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>

Group work**Skills:** Compare and contrast

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
<ul style="list-style-type: none"> • None of the “new” religions originated in Southeast Asia • All of the new religions center around men as key figures, rather than women • Islam, Buddhism and Christianity follow the teaching of one person • Islam and Christianity believe in one God 	<ul style="list-style-type: none"> • Hinduism is much older than the other new religions • Some Buddhists differ in the way they think about Buddha – some think he is God, but some think that no one is god • There is no one person who is responsible for the development of Hinduism • Hinduism believes in many Gods

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

Possible answers:

similarities	differences
<ul style="list-style-type: none"> • Hinduism is closer to Animism than any of the other religions mentioned here because it developed directly from indigenous stories and traditional beliefs • Hinduism is similar to Animism in that it worships many deities (small gods) for different purposes, including many female gods • Animist beliefs often strongly affect the new religions even after people convert 	<ul style="list-style-type: none"> • Animist cults are older than many organised religions • Most “new” religions have originated in one place and spread to others, while animist cults started in many different places all at once, but can vary from one village to the next • “New” religions often follow a written record, whereas most animist traditions are oral

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

Have a debate about religion.

There are three suggested topics. 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, you may have more than one group preparing arguments for Team A. 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, help them, if they are having trouble.

(There are example arguments against for Topic 1 on page 35.)

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

- 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.

(Continued on the next page)

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. 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.

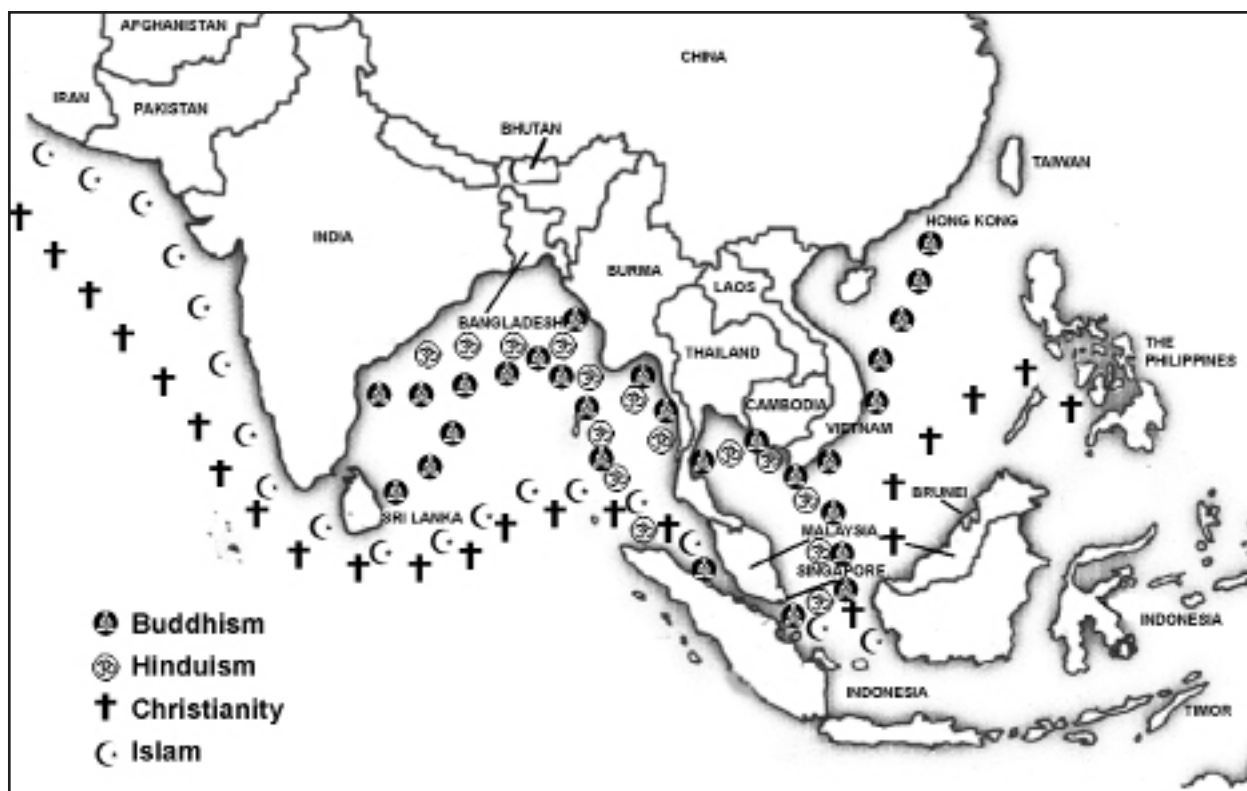
Make this into a community project. Send groups of students out to interview people in the community who follow other religions. Get students to talk to old people to find out more about Animism. Even if there are no Muslims, Hindus, Christians and/or Buddhists in the class, there may be some living nearby, so students can go and talk to them. If that 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.

Map work

Answers:

- Buddhism and Hinduism*
- Buddhism, Hinduism, Christianity, Islam*



2.10

REVIEW

Memorisation

Answers:

- | | |
|---------------------------|-----------------------|
| 1. <i>The Philippines</i> | 7. <i>Vietnam</i> |
| 2. <i>Brunei</i> | 8. <i>Thailand</i> |
| 3. <i>Indonesia</i> | 9. <i>Laos</i> |
| 4. <i>Singapore</i> | 10. <i>Myanmar</i> |
| 5. <i>Malaysia</i> | 11. <i>East Timor</i> |
| 6. <i>Cambodia</i> | |

Definitions

Example Answers:

1. Civilisation (TB page 12): *advanced human development usually including settlement into towns and cities, the development of culture and the practice of agriculture and trade.*
2. Culture (TB page 13): *any practice that humans do in the same way such as weddings, funerals, traditions, singing, dancing, language, sports, etc.*
3. Religion (TB page 17, 18): *a system of beliefs including ethics and rules for worship.*
4. Animism (TB page 18): *the worship of nature and the belief that things in nature have spirits and can influence and control the life of people.*
5. Caste (SB page 30): *a kind of social class system first seen in India in the Rig Vedic period. This system was based on economics, education, social power and amount of property owned and became very inflexible over time.*
6. Social differentiation (SB page 20): *people specializing or concentrating on one craft or kind of work. Social differentiation occurred when agricultural methods improved and people began to have surplus and could stop farming.*

Explaining

(See the Debate Exercise on page 30 in the student and teacher's book)

Explaining**Example Answers:**

1. *The earliest human civilisations began in river valleys because that is where the soil was the most fertile and people could grow surplus crops. Surplus crops led to social differentiation which led to trade and civilization.*
2. *Inequality between people started after agriculture became more efficient and some people started to have a surplus. Those with a surplus could spend time on crafts, which led to the start of barter and trade. Some people were able to barter and trade for more and more things, and they became wealthier and more powerful than people who could not farm very well and didn't have any surplus.*
3. *Historians know what they say about ancient civilisation is most likely true because they find historical evidence to support their ideas. Usually this is archaeological evidence such as pots, buildings or skeletons buried a long time ago in the earth.*
4. *These factors were important for the development of Southeast Asian nations and states: agriculture, trade, waterworks, early towns and social differentiation.
(See TB page 20 for a full explanation of the importance of each of these factors)*
5. *Agrarian Southeast Asian empires and Maritime Southeast Asian empires (or Mainland and Island Southeast Asian empires)*
6. *Please refer to SB pages 23, 24, and 25 for a full list of early Southeast Asian Empires and their description.*
7. *The two main ways that China and India influenced the early empires of Southeast Asia was through trade and through the spread of religion. The Indian caste system came to Southeast Asia*
8. *The earliest known civilisation in India was the Harappan civilization. They build cities in the Indus valley around 2400BC. These were very well organised cities with standard sized streets and water and drainage systems. There were about 35,000 people living in the main city which was built from fire-hardened bricks. The people were mostly farmers and traders. They had their own writing system.*
9. *Civilisations can decline because of wars, natural disasters, depletion of natural resources, environmental change or destruction, and overpopulation.*
10. *The earliest civilisation in China was the Yangshao, who settled near the Yellow River. Yangshao villages had farmhouses with plaster floors.*
- 11 *The five most important religions in Southeast Asia a thousand years ago were: Animism, Hinduism, Buddhism, Islam and Christianity.*

Archaeological Evidence**Answers:****1 D****2 C****3 A****4 B**

3. Colonialism and Independence

During this chapter students will be asked to:

- describe advantages and disadvantages
- trace trade routes on a map
- make connections between historical and contemporary events
- read and comprehend
- make a timeline of historical events
- imagine what life was like in the past
- understand history through multiple perspectives
- make a story based on historical events
- rephrase information
- ask and answer questions based on a text
- make predictions and guess answers before reading a text
- draw pictures, using information from a text
- put information in the correct order
- identify colonies on a map
- explain concepts like colonialism in their own words
- prioritise information
- brainstorm
- organise information using a table
- summarise information
- read for specific information or details and scan text
- choose the outline which best matches a text and make outlines
- make decisions
- participate in role plays
- practice interview skills
- express their opinion and support opinions with reasons
- make class presentations

3. Colonialism and Independence

3.1 INTRODUCTION

Preview

- A. Students may already have noticed the Isthmus of Kra and Malacca on Map 4 in this module and they may have already discussed this area when they were reading and talking about trade between the ancient maritime kingdoms of Southeast Asia. So they should be able to tell you that Malacca was a good place for trade and commerce. Even in ancient times, it was an important location because Siam (Thailand) and Majapahit had the area as part of their empire, as did the Malaccan empire.
- B. Malacca and the Isthmus of Kra are both marked on Map 4 if you need help locating them.
- C. Brainstorm with students and push them with additional questions such as: “Colonisation of who, do you think? By who? Independence of who, do you think?”
- D. Brainstorm with students any ideas they might have to this question. Then tell them to look at a world map and locate China, India and Europe, then try answering the question again. They will read more about this topic soon, but for now, by the end of the discussion, they should know that the Straits of Malacca are a gateway for Europeans into Southeast Asia and are very important for sea trade routes to the region.

Brainstorm

Answers: *Malaysia, Indonesia, Singapore*

Group work

Skills:
Advantages and disadvantages

Students in small groups fill out the advantages and disadvantages.

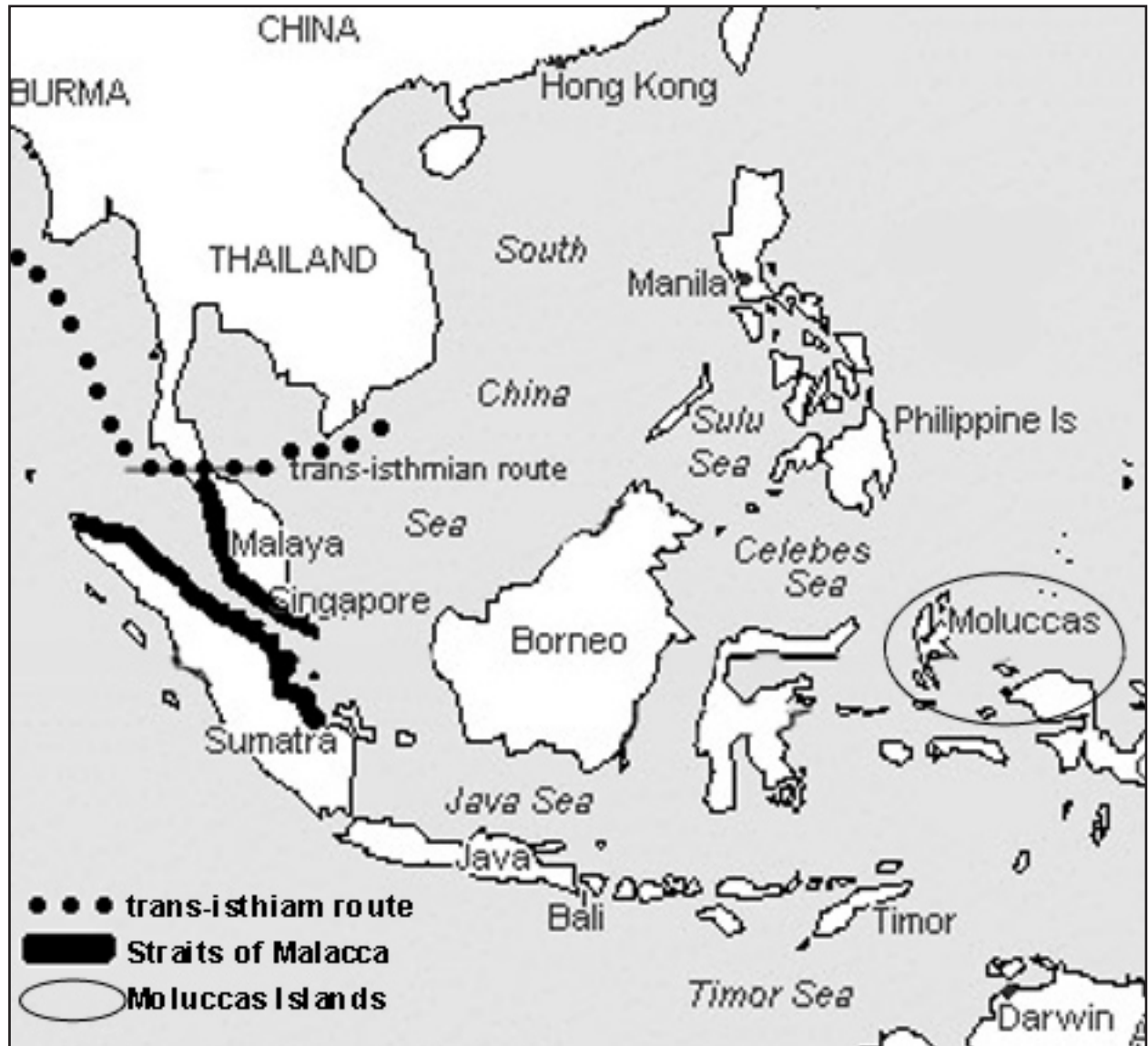
Possible answers:

Advantages	Disadvantages
<ul style="list-style-type: none">• <i>Strategic location between the Indian and Pacific oceans</i>• <i>Convenient for trade with other countries</i>• <i>Can control other nations' trade by collecting tax, as the ships need to go through the Strait of Malacca</i>• <i>Can increase the power for the empire by controlling the straits (more political power)</i>• <i>Good for developing the fishing industry</i>	<ul style="list-style-type: none">• <i>Vulnerable to invasions by sea</i>• <i>Others will want to control the area and may attack to gain control</i>

Discussion

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.

Map 12: Maritime Spice Routes



Exercise

Skills: Critical thinking, making connections

- Students can brainstorm any ideas, however they should try and think of items which are very important in today's economy. Things which are in high demand today in world markets are: *oil, diamonds, technology*
- Countries like the United States have strong ideas about controlling the production and trade of oil in the same way that Portugal thought about control the production and trade of spices.

Exercise

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 16th 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.*

	Where are they going?	Why are they going there?
A	<i>Probably 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>
B	<i>Malacca</i>	<i>To teach Malaccan people about Islam</i>
C	<i>The Spice Islands</i>	<i>To trade rice and textiles for spices in Moluccas</i>
D	<i>Malay Peninsula</i>	<i>To trade silk and porcelain from China and textiles from India</i>

Group work**Skills:**

Understanding
multiple
perspectives

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:

Option 1: You can use it as a free writing exercise – get the students to choose one role and write a short story (suggest between three and five paragraphs) about their imaginary trip. They can then share their stories with the class or with their group.

Option 2: Another way to do this is to get each group to choose a role and make a presentation for the other groups.

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 15th 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 19th century ended in complete control by European powers. At this stage Asian economies largely depended on the 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 in spices between Europe and Asia.*

Group work**Skills:** Asking and answering questions

Divide the class into two groups. Group A reads Text A; Group B, Text B. Then assign questions about Text A to Group B and questions about Text B to Group A. Have 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. Britain.*

Group work**Skills:** Ordering information

Put the students in small groups. Students look at the pictures, and put them in order according to Texts A and B and write a sentence to describe each picture.

Answers: *b, d, c, a*

Sentences will vary from student to student. **Example answers:**

- b. After Europeans found out the world was round, they started trading to far off places like China and India.*
- d. In China and India, Europeans took silk, cotton cloth, porcelain, gold, spices, tea and coffee.*
- c. England, France, Spain, Portugal and Holland took slaves from Africa to work on plantations in American colonies.*
- a. The wealth from slaves and other trade allowed Europe to build factories and begin the Industrial revolution. As a result, Europe began producing more products at lower costs.*

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 1700s 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 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 like this one 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 goods 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.

C. This is an opinion question since it is impossible to know how the past could have worked out differently. Teachers should encourage students to think creatively and come up with economic and political ideas. If students are stuck, Teachers can prompt students with the following questions:

- Are there any countries in Southeast Asia which avoided colonisation by Europeans?*
- What did these countries do to avoid colonisation?*
- Were these strategies possible for other areas in Southeast Asia?*

For more ideas, Teachers can tell students to research the history of Thailand, a country which successfully avoided colonisation.

Group work

Skills: Ordering information

In groups, students put the events in order.

Answer: b, e, a, d, c

Map work

(Please see table on page 47)

Map work

The following chart provides some information regarding the colonial history of Southeast Asia, however it is not expected that students should already know, or even memorise these places and dates.

It is interesting to point out that Japan did colonise most of Southeast Asia during World War I, something that students will read about in the next few pages.

It is also important to note that some of today's nations were not unified countries until quite recently. Malaysia, for example, did not become the unified country it is today until 1963. Before that time, it was a collection of independent kingdoms and colonies. We can say, however, that in that region, the British presence was very strong.

Some colonisers such as Portugal and the Netherlands, did not set out to control entire areas, but rather, set up outposts or cities. Map 13 shows some of these.

Map #	Country	Colonial History
1	The Philippines	<i>Spain (1521 - 1898), America (1898-1942), Japan (1942-1943)</i>
2	Brunei	<i>Britain (1888-1941), Japan (1941 - 1945), Britain (1945- 1984)</i>
3	Indonesia	<i>the Netherlands (1800- 1941), Japan (1941-1945), the Netherlands (1945-1989)</i>
4	Singapore	<i>Britain (1819 - 1942), Japan (1942-1945), Britain (1945-1965)</i>
5	Malaysia	<i>Britain (1798 - 1941), Japan (1941-1945)</i>
6	Cambodia	<i>France (1867-1941), Japan (1941-1945), France (1945 - 1953)</i>
7	Vietnam	<i>France (1885-1954)</i>
8	Thailand	<i>NONE</i>
9	Laos	<i>France (1893-1941), Japan (1941-1945), France (1946-1949)</i>
10	Myanmar	<i>Britain (1824 - 1947)</i>
11	East Timor	<i>Portugal (1769 -1945), Indonesia (1975 - 1999)</i>

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 that the Japanese would liberate them from the European rule and would be better for them as fellow Asians.*
- C. *Gaining independence.*
- D. Answers will depend on individual students.

Free Writing

Skills:
Processing
information

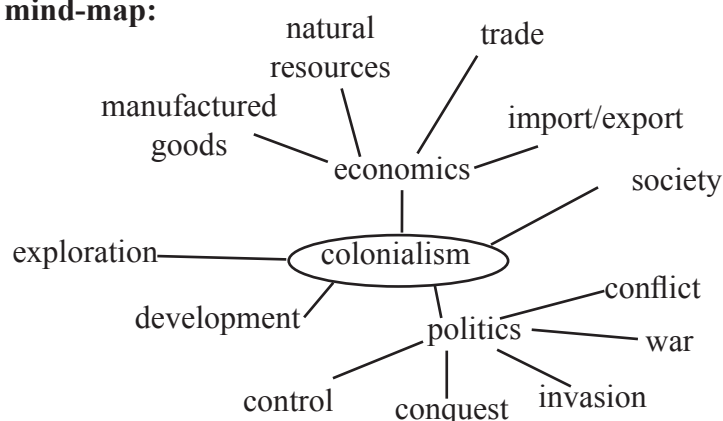
Give the students 10-15 minutes to write anything that comes to their mind about the stages of colonialism or anything they've learned in this chapter. The questions in the student book are just ideas; students don't have to answer them when they write. They can write anything they want. Encourage the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

3.4 IMPACT OF COLONIAL RULE

Brainstorm

Put the word 'colonialism' on the 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

Once you have all of the students' ideas on the board, ask them how they think people's lives changed as a result of colonial rule. You can use specific examples from the mind-map and ask your students questions like:

- *how was society affected by colonial rule?*
- *how did colonial development affect people's lives?*
- *how did trade with Europe affect people's lives? etc.*

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. They may not know much yet but they will learn more soon by reading the text.

Group work

Skills: Reading comprehension, using a table

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

Answer:

A. *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
<ul style="list-style-type: none"> • <i>Plantations set up to grow cash crops – local economies become dependent on European economies</i> 	<ul style="list-style-type: none"> • <i>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</i> 	<ul style="list-style-type: none"> • <i>European-style education was introduced. Some people received European education and learned about such ideas as nationalism</i> • <i>European religions such as Christianity were introduced</i>

Exercise**Skills:**
Summarising

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

Example summaries:

- 1. In some colonies local leadership systems were used for administration. This helped preserve the traditional social structure and encouraged self-reliance.*
- 2. In other places these systems were substituted with administration by the colonisers. This helped destroy the local social structures.*
- 3. The colonisers built up infrastructure and education in the colonies. Ultimately, this contributed to the development of nationalism.*
- 4. 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

Answer: *The text mostly talks about economic impacts.*

Exercise**Skills:** Reading
comprehension,
outlines**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*

Discussion

Skills: Applying information, decision making

Possible answers:

- A. *This story is about a family of weavers who were badly affected by British colonialism.*
- B. *It is mostly about the economic impact of colonialism on countries like India in the 18th - 19th centuries.*
- C. *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.*
- D. *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?*

3.5 GROWING NATIONALISM & INDEPENDENCE

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. Re-assure 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.*

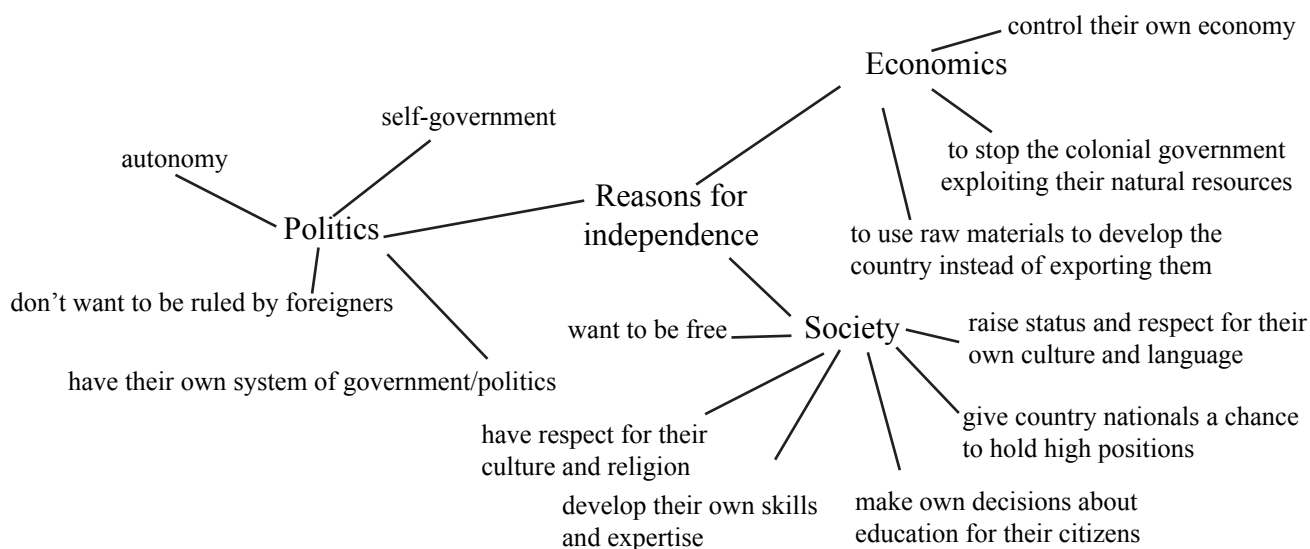
B. There is no one answer. There are many reasons. Brainstorm some reasons with the students.

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.

Example mind-map:



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 30 - 40 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.

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

Preview**Skills:** Timelines

- 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

- B.** Now ask the students for events specifically in Southeast Asia and Myanmar. 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 – Myanmar became independent

1954 – French leave Vietnam

1950-1953 – Korean War

- C.** Elicit any information about Vietnam during the period that students already know.

- D.** If students have information about Vietnam, ask them to add it to the timeline. If students have information but don't know when it happened, write it on the board somewhere and return to it after the students have read the text.

Preview**Skills:** Scanning

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.

Example Answers:

France: colonised Vietnam, then handed control to the Japanese then took control over again after WWII instead of allowing independence. Fought against Vietnamese independence fighters and surrendered in 1954

Japan: took control of Vietnam during WWII

USA: supported French colonialism in Vietnam by providing money

Exercise

Skills: Reading
for details
and specific
information

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

Answers:

- A. *The 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*

Exercise

Get the students to read the next two paragraphs in small groups and 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*

(When students have finished the reading on page 54)

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

Exercise

Skills:
Summarising

Check to make sure that students have completed their timeline properly. From Part 3, students should add these points:

- 1964: USA starts first attack on North Vietnam
- War grows: Americans, Vietnamese, Laotians and Cambodians die
- January 1973: Paris Peace Accords give nation status to North and South Vietnam
- March 1973: American soldiers leave Vietnam
- 1975: North Vietnam attacks South Vietnam and creates Socialist Republic of Vietnam

For homework, students should write a paragraph putting all the events in their timeline in their own words.

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. Finally, they also had to defend themselves against more powerful neighbours.

B and C: Myanmar would be one good example. Students should be able to outline the problems Myanmar 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 the chart below.

Possible answers:

Who	What they wanted	Why they wanted it
East Timor	To get independence	Self-determination, self-government, management of their own resources
Indonesia	To control East Timor	Rich resources, not to give example of independence to Indonesian minorities
Portugal	To give up East Timor as a colony as quickly and easily as possible and hand it over to someone else	Colonialism became unpopular with the people of Portugal who didn't want to take the responsibility anymore

Preview

Ask students if they have heard anything about the recent history of East Timor. Some students may have read something in the newspapers, others might not know anything. If students don't know, that's ok, they will learn more later.

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

Answers:

- A. *No, it wasn't, but the US bombed it anyway, because the US was trying to destroy the North Vietnamese military bases in Laos.*
- 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 some in Southeast Asia.*

Exercise

Skills: Applying information

Answers:

- A. *Political instability and civil wars.*
- B. *Defending against more powerful neighbours.*

Free Writing

Get students to write about the independence of their own country or of any other country in Southeast Asia. Encourage them to describe their own understanding of how and why it happened and what the main challenges were. They can write about colonialism or independence. Encourage them to choose any language they like for writing.

Have a discussion afterwards. What kinds of things did they write about? Do the students share the same views about how independence happened?

3.7 REVIEW

Comprehension

Example Answers:

1. *Through the Straits of Malacca and across the Isthmus of Kra.*
2. *Before European colonists, merchants, soldiers, pilgrims and scholars travelled through Southeast Asia.*
3. *Spices were the most important item of trade for Europeans.*
4. *Nationalism started because people got tired of the social, economic and political impacts of colonialism. They were proud of their history, language, culture and religion.*
5. *The early nationalists wanted independence from the Europeans*
6. *France first colonised Vietnam. Then, during World War II, Vietnam was colonised by Japan.*
7. *After WWII, France took control of Vietnam again and Ho Chi Minh fought against the French for years to gain independence.*
8. *Portugal first colonised East Timor. When Portugal left, Indonesia invaded and took control over East Timor.*

Explaining**Example Answers:**

- 1. Spices, and the trade of spices, were so important for Europeans because their food tasted bad and spices helped the food taste better. Meat went bad quickly and spices helped to make bad meat taste better. Europeans also used spices for medicine.*
- 2. Advantages: Strategic location between the Indian and Pacific oceans, convenient for trade with other countries, can control other nations' trade by collecting tax, as the ships need to go through the Strait of Malacca, can increase the power for the empire by controlling the straits (more political power), good for developing the fishing industry.
Disadvantages: Vulnerable to invasions by sea, others will want to control the area and may attack to gain control.*
- 3. 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.*
- 4. During the Exploration and Trade stage, Europeans wanted to buy goods 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.*
- 5. Many Southeast Asians welcomed Japanese imperialism during World War II because they were sick of being ruled by Europeans. Unlike European colonisers, the Japanese shared the same religion as many Southeast Asians. They believed the Japanese when the Japanese said "Asia for the Asians."*
- 6. Economic: Plantations set up to grow cash crops – local economies become dependent on European economies. Political: Nations lost their political independence. European role introduced borders between countries. Locals were discouraged from participating in politics. They could not take responsibility for their country. Social: European-style education was introduced. Some people received European education and learned about such ideas as nationalism. European religions such as Christianity were introduced.*
- 7. 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.*
- 8. Ho Chi Minh helped lead people to defeat the French but they still had to fight the Americans who divided the country into North and South Vietnam. Ho Chi Minh and his army fought against the Americans for many years. Finally, so many American troops died that America had to withdraw. In 1975, the North invaded the South of Vietnam and unified the country.*
- 9. No experience with government, difficulty unifying diverse cultural groups, economic problems, political instability, powerful neighbours and civil wars.*

Definitions**Example Answers:**

- 1. Conquest and settlement (SB page 45): this is the second phase of European colonialism in Southeast Asia. During this stage, Europeans looked for new markets for their industrial products and new raw materials. They fought for control over different territories and different countries established control over different areas.*

(Continued on page 85)

4. **Modern Southeast Asia**

During this chapter students will be asked to:

- make predictions
- read and comprehend
- restate information in their own words
- organise information into mind-maps and charts
- make their own definitions for key vocabulary words
- analyse and interpret political cartoons
- brainstorm
- match titles and information and make their own titles
- identify the main idea in a text
- express their opinion on an issue and engage in debate
- identify the cause and effect of key events
- explain concepts using their own words

4.1 THE ASSOCIATION FOR SOUTHEAST ASIAN NATIONS (ASEAN)

Exercise

Option 1: Get the students to guess the answers. Then play this quiz game. Put answers on bits of paper and stick them up around the classroom. Ask students to look at the questions in groups of and get them to find the answers.

Option 2: You can use this quiz as a team game. Divide the class in half. Take turns reading each question out loud to each group. If they can't answer within 30 seconds, the other team gets to try. Award points for correct answers and see who wins!

Option 3: Use this quiz as a homework research project

Answers:

- a) *Five: Indonesia, Malaysia, the Philippines, Singapore, and Thailand.*
- b) *Myanmar, Thailand, Laos, Vietnam, China.*
- c) *False.*
- d) *None of those countries are part of ASEAN.*
- e) *False. ASEAN makes all decisions with the consensus of all members.*
- f) *To increase economic growth, encourage social progress, develop local culture, protect peace and stability in the region, and protect the environment.*
- g) *Laos, Cambodia, Vietnam, Indonesia, East Timor, Philippines (on the southern island of Mindanao). In other words, you can point out that the majority of ASEAN nations have experienced conflict.*
- h) *Although some economies, like Singapore and Thailand, have been stronger than others in ASEAN, most ASEAN members have had economic problems at some point over the past ten years. In 1997, there was an economic crisis which started in Thailand. Indonesia was badly affected, but almost every country in Asia was hurt by the crisis.*
- i) *In December 2009, Laos hosted the 25th Southeast Asian Games.*

Discussion

Skills: Prediction

These questions are designed to help the teacher assess the student's prior knowledge on ASEAN and to get the students guessing and thinking about the topic. There are no right or wrong answers, as you are asking student's opinions and what they think. The students will learn more about all of these topics as they read the module.

- A. If students don't know why ASEAN was started, ask them to guess and share ideas about why countries would choose to work together.
- B. If students don't know what issues ASEAN works on, elicit a list of issues which are important to the Southeast Asian region today and ask students if they think ASEAN talks about these issues or not. You can frame the discussion around political issues, social issues, economic issues and environmental issues.
- C. If student's don't know the kind of challenges ASEAN faces, ask students to imagine what kind of problems might come up when a group of leaders comes together to discuss issues. Is it easy for people to agree? Should one country be able to tell another country what to do? Elicit other questions and problems that students think might come up.

Exercise

Skills: Reading comprehension

Answers:

- A.** *The Bangkok Declaration was a “geo-political and economic arrangement.” That means that it included agreements on geography, politics and economics.*
- B.** *In 1999, the members of ASEAN were: Cambodia, Laos, Myanmar, Brunei Darussalam, Thailand, Singapore, Vietnam, the Philippines, Malaysia and Indonesia.*

Exercise

Skills: Reading comprehension, restating information

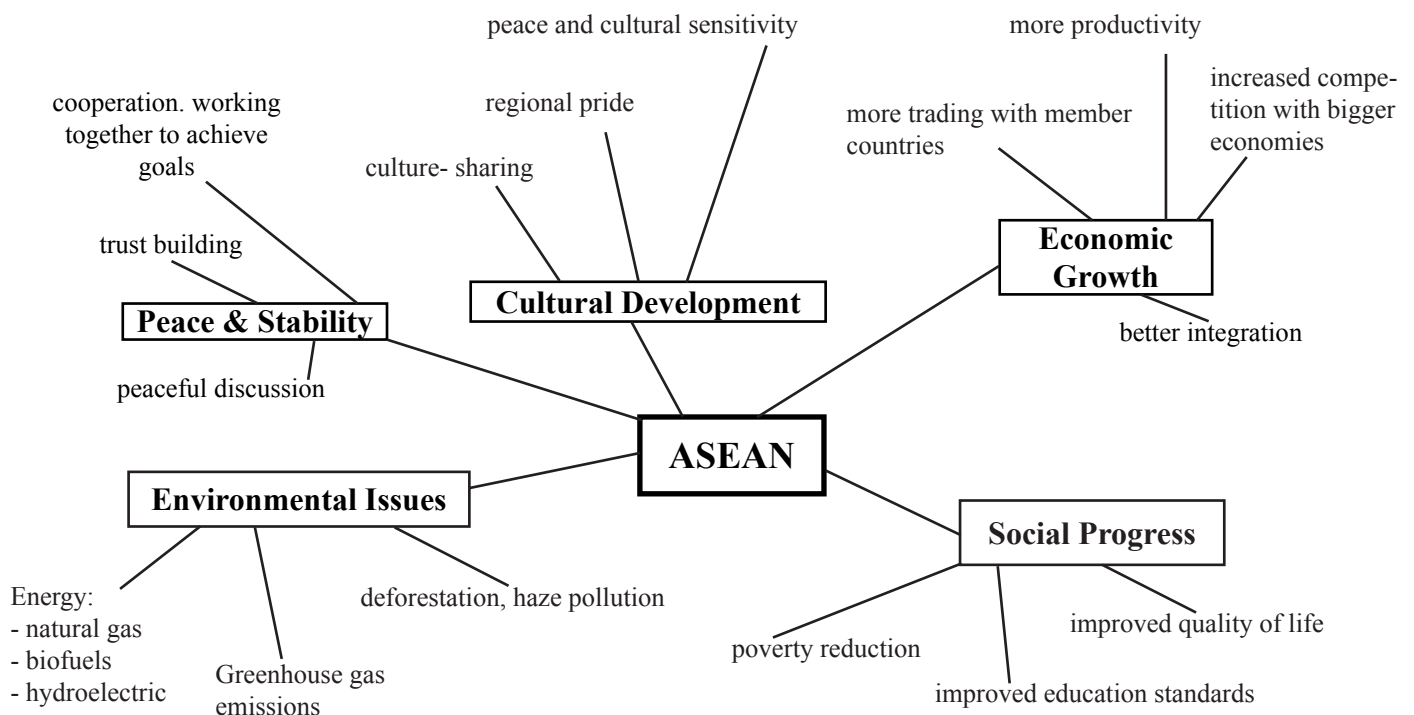
Answers:

- a)** *1967: Representatives from five South East Asian countries signed an agreement to form ASEAN.*
- b)** *1984: Brunei Darussalam joined ASEAN.*
- c)** *1997: East Asian Financial Crisis. Laos and Myanmar join ASEAN.*
- d)** *2002: ASEAN signed an agreement to control haze pollution in South East Asia.*
- e)** *2003: ASEAN members sign the pro-democracy Bali Accord.*

Groupwork

Skills: Mind-mapping

The students should work together in groups and, using ideas from the text, brainstorm which issues ASEAN is involved in and think about which issues they should be involved in. This task aims to encourage the students to think more critically about the role of ASEAN in Southeast Asia so far and what kinds of issues need attention in the region in general.



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

- A.** *Small nations may feel weak and vulnerable compared to big nations. This might make it difficult for nations to trust each other and work together on issues. Working together often means compromising, or giving up some things you want. This is difficult for nations to do, especially when smaller, weaker nations are afraid of larger, more powerful nations.*
- B.** *ASEAN members make decisions by consensus. That means that everyone has to vote on the decision and everyone can veto, or cancel the decision. It means everyone has to talk about the issue until an agreement that everyone is happy with can be made.*
- C.** *Advantages: small and large nations can work together without fear; everyone must cooperate; peace is maintained; there is open dialogue between countries; all countries are equal.*
Disadvantages: it can take too long to make decisions; ASEAN will not act in cases where there is no consensus which can seem weak to the outside world; ASEAN cannot act against member countries involved in negative acts, such as human rights violations or environmental harm.

Exercise**Skills:** Making definitions

Student responses will vary as they are using their own words. The following is an example only

Word	Text definition	In other words
compromise	"...sometimes giving up what you want or some power that you have"	<i>When people give up some of what they want in order to come to an agreement together</i>
consensus	"Every member must agree before a decision is made."	<i>All people agree to the decision before any action is taken</i>
non-interference	"...no country will get involved with another country's problems unless asked to help."	<i>Countries do not involve themselves in the issues and disputes of other countries unless they are invited to do so</i>

Exercise**Skills:** Analysing cartoons

This activity can be done as a class discussion or as an individual reflection. The purpose of these questions is to get students thinking about the advantages and disadvantages of non-interference. This cartoon shows non-interference as a negative concept, but it also has its advantages as well.

Answers:

- a)** *Inside the walls, people are getting killed, probably by the military*
- b)** *Outside the walls, a soldier is standing guard, making sure other people stay out or stay away.*
- c)** *If you believe in non-interference, even though you knew people were being killed, you would respect the signs and stay away and not protest or concern yourself with the situation.*
- d)** *Countries agree to the policy of non-interference because they want to have the complete control to make decisions in their own nation. They may be afraid that more powerful nations may start to interfere with their business. In order to protect the sovereignty, or the power of each nation's government, all ASEAN members agreed not to interfere in each other's countries.*

4.2 MODERN DAY INDIA AND CHINA

Brainstorm

This activity allows the students to share more of their previous knowledge of China and India. Ask the students what they usually hear about China and India in the news and encourage them to explain at length what they have heard.

Try to elicit information about China and India’s politics, economics, society or culture and environment.

Exercise

Skills: Matching
titles and
information

Answers:

2.

4.

1.

3.

A. Economic Development	B. Resources	C. Peace and Conflict	D. Nuclear Activity
-----------------------------------	------------------------	---------------------------------	-------------------------------

Exercise**Skills:** Making
titles

Titles will vary from student to student but should capture the key information in each paragraph.

Example Answers:

1. *Economics*
2. *Trade and Exports*
3. *Problems with private enterprise*
4. *Energy / Resources*
5. *Politics*

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

The information about China and India was mostly about Economics and Politics.

Exercise**Skills:** Reading comprehension

- A.** *Both India and China face economic problems. They also are both searching for more resources, especially oil and energy resources. Because of these economic challenges, both India and China have a number of social problems including poverty and unemployment.*
- B.** *India's economy is growing and there is a growing middle class and more skilled workers today. China has also successfully encouraged private enterprise and as a result, has seen its economy grow.*
- C.** This question will depend on the student's personal opinions. Make sure students support their opinion with reasons and examples from the text.

Discussion**Skills:** Expressing opinions**Example Answers:**

(The blank “winner” box will be filled in according to the students’ opinion.)

Indicator	China	India	Winner
International political power	<i>Member of the UN Security Council</i>	<i>Member of the UN</i>	<i>China</i>
International trade and investment	<ul style="list-style-type: none"> • <i>Strong economic growth since 1980</i> • <i>Opened up to international trade and investment</i> • <i>No problem with multi-national corporations</i> 	<ul style="list-style-type: none"> • <i>Strong economic growth since 1980</i> • <i>Opened up to international trade and investment</i> • <i>No problem with private entrepreneurship</i> 	
GDP (1980 - 2005)	<i>8% average</i>	<i>4% average</i>	<i>China</i>
GNP (2003)	<i>70% higher than India</i>	<i>70% lower than China</i>	<i>China</i>
Size of economy	<i>Twice as large as India</i>	<i>Twice as small as China</i>	<i>China</i>
Poverty rate	<i>Lower poverty rate</i>	<i>Higher poverty rate</i>	<i>China</i>
Literacy rate	<i>High female adult literacy rate</i>	<i>Low female adult literacy rate</i>	<i>China</i>
Life expectancy	<i>Eight years higher than India</i>	<i>Eight years lower than China</i>	<i>China</i>

After students have completed the table ask them which is the better country to live in: India or China?

Point out that this table only considers economic factors. Before deciding which is the better place to live, do students think there are other factors that should be considered? How important is culture, politics and the environment? Have a class discussion on the issue.

Optional:

Assign students an essay. They can pick between two topic sentences:

- a) China is better than India*
- b) India is better than China*

Ask students to use information and examples from this section of the module to justify their opinion.

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

- A.** *After the Cold War ended in the early 1990s, India lost one of its main trading partners and source of cheap imported oil, the former Soviet Union. India was then forced to pay for oil at market prices and these prices increased after the 1990 Gulf War.*
- B.** *In order to retrieve some of its power, it decided to increase the number of countries that it had relations with.*
- C.** *Control over India by the US and China became increasingly extensive and the fact that China had better relations with the US than India was slowing its efforts to increase its own power internationally.*
- D.** *India joined the Asia Pacific Economic Cooperation (APEC) and the Asia Europe Meeting (ASEM). India participated in the ASEAN Post-Ministerial Conferences and the ASEAN Regional Forum (ARF). India also tried to strengthen ties with Cambodia, Laos, Myanmar, and Vietnam.*
- E.** *Closer engagement with ASEAN's new members provides it an important access to the whole ASEAN market – encourages more trade and economic and social development in India. More influence in Southeast Asia also means it is more able to compete with China.*

Discussion**Skills:** Expressing opinions

To sum up the information learnt earlier on in this section, ask the students who they think is winning the competition for global political and economic power. Why have they come to that conclusion? What are factors indicate success and what are the indicators that one country is not as successful? Make sure students support their opinions with facts and examples.

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

- A. *Both China and India want to be guaranteed a large quantity of natural gas.*
- B. *China needs to build a pipeline up the Irrawaddy River to get the gas to Yunnan province in China. India needs to build a pipeline to get the gas around Bangladesh and into Assam and Mizoram states in India. Both pipelines are likely to cost billions of dollars.*
- C. *China is interested in an oil pipeline to reduce the distance it has to transport oil. India is interested in building a port to transport things to northeastern India.*

Discussion**Skills:**
Advantages and disadvantages, defending an opinion

These discussion questions can be assigned to small groups, or talked about together as a class. In order to encourage students' participation, teachers can assign students homework following in-class discussion, using what has been said in class to write a paper on the student's opinion on the issue.

This kind of discussion encourages students to think about questions every Southeast Asian country faces today and specific discussion about gas in Myanmar could lead up to a more general discussion about national politics in any country. Should countries make decisions based on political, social, environmental or economic factors? Which is the most important?

The most important part of the discussion with students should be encouraging them to support their ideas and opinions with good reasons.

4.2 MODERN DAY SOUTHEAST ASIA

Exercise**Skills:** Matching information**Answers:**

1. *d. Vietnam, Laos.*
2. *e. Indonesia, Singapore, the Philippines.*
3. *b. Brunei Darussalam (see note on page 69).*
4. *a. Cambodia, Thailand (see note on page 69), Malaysia.*

Note: Thailand

Thailand has a King and a royal family, however most of the political decisions in the country are made by elected officials. So most of the time, Thailand is a Constitutional Monarchy. However, during the political unrest over Thaksin, the military did seize power in 1996, making Thailand a Military Dictatorship. Power was returned to the people and elections were held in December 2007. Students will learn more about this later in the module. If they are confused about what kind of government Thailand has now, they have every right to be - the past few years have seen many changes for Thailand!

Note: Brunei Darussalam

Brunei is officially known as a Sultanate - a kind of monarchy where power is given to a Sultan. Some people might call Brunei a Constitutional Monarchy for this reason. However, the country has been under martial law since 1962. Under martial law, emergency powers are given to the Sultan giving him full control over the country. For this reason, Brunei can also be called an Authoritarian country.

Exercise

Skills: Reading
comprehension

Answers:

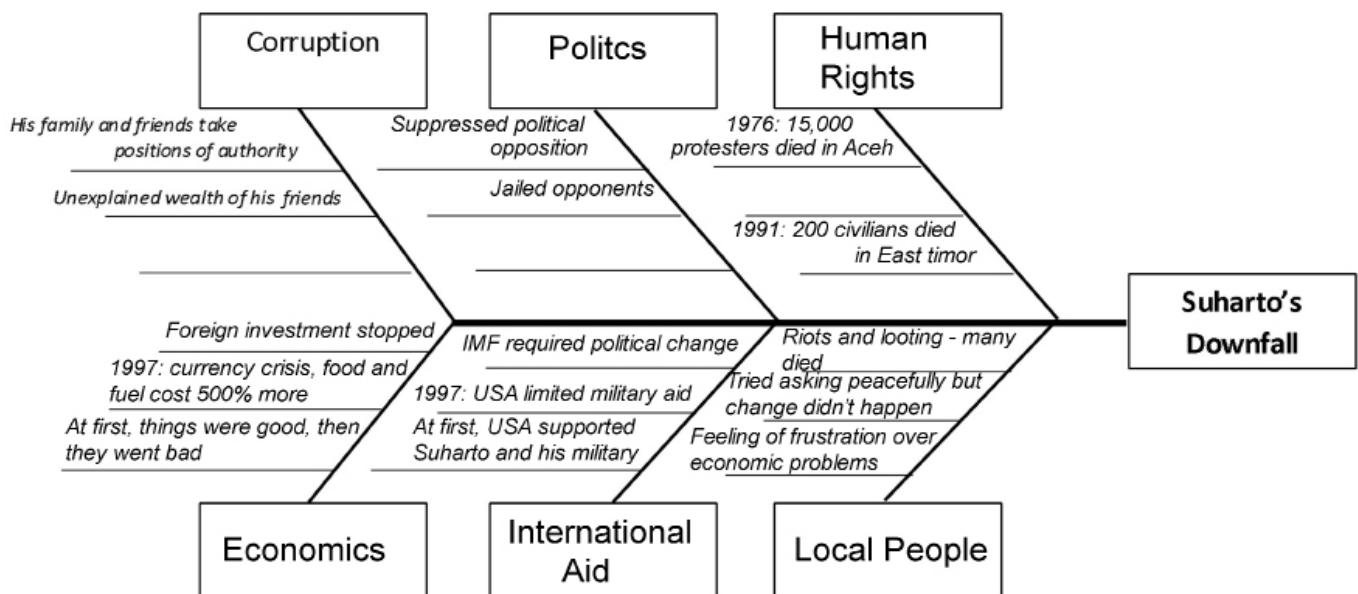
- A.** *At first, Indonesia was a democracy, and Kusno Sosrodihardjo, or Sukarno, was the first President.*
- B.** *Sukarno ruled from 1945 until March 1968*
- C.** *In the beginning, Sukarno ruled with a democratic style. In the end, he was authoritarian and killed between 500,000 and one million people.*

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

- A.** *The second president was General Suharto*
- B.** *Suharto was a General so his job was something important in the military.*
- C.** *In the beginning, Suharto had the support of the United States and there was a lot of economic growth in Indonesia. Over time, the international community stopped supporting Indonesia because of the human rights violations occurring there. In 1997, most foreign investment stopped and the country had big economic problems.*

Exercise**Skills:** Cause and effect

First, ask students to re-read the text and underline every reason why Suharto lost power. Then have student try to put these reasons in their own words and add them to the fishbone diagram. This can be quite a challenging activity, so it is best done in small groups or with a partner.

**Review**

The next section is about East Timor, so it is important to review with students what they learned about the country earlier in this module.

Answers:

- A.** *Portugal.*
- B.** *After Portugal left, Indonesia took control over East Timor, launching an attack in 1975.*
- C.** *Fretilin was the leading political party in the fight for East Timorese independence from both Portugal and Indonesia.*

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

- A.** *Fretilin was a political party, so they probably used political means. Also, people fought back against Indonesia (the text says people died from fighting). Later, they conducted protests (In 1991, protesters were killed).*
- B.** *The removal of Suharto was what allowed change to happen in East Timor*
- C.** *Indonesia reacted to the referendum results with violence, killing 1,400 people.*
- D.** *When Indonesia attacked East Timor after the referendum, they destroyed infrastructure like bridges, roads and school. Without these things, it is very difficult for an economy to function properly and it is very costly for a government to rebuild and replace everything that was damaged.*
- E.** *The United Nations helped East Timor gain independence by placing a multinational peacekeeping force called INTERFET in the country.*
- F.** *People expected everything to change after independence from Indonesia but it takes a long time to rebuild an economy, so the economic problems they faced continued. That made people feel frustrated, so they rioted.*
- G.** *The main challenge facing East Timor is building a stable, healthy economy.*
- H.** *To help the economy, East Timor is exploring oil and gas reserves, building up the coffee industry, encouraging tourism to the country, and getting foreign aid from Australia.*

Exercise**Skills:** Interpreting political cartoons**Answers:**

- A.** *The main causes of the East Timor “explosion” according to the cartoon are: Indonesian Occupation, Portugese and Dutch colonialism, religious differences, and ethnic rivalries.*
- B.** *This question is basically asking students to find the similarities between an exploding volcano and the conflict in East Timor. This kind of discussion has many possibly answers.*

Possible Answers:

This cartoon suggests that conflict in East Timor is like an exploding volcano. A volcano has many magma chambers that feed hot lava into the explosion; East Timor has many causes which resulted in conflict and political change. A volcanic explosion is dangerous and sudden; after the referendum, 1,400 people in East Timor died and 300,000 more became refugees.

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

- A. *The group that later became the Khmer Rouge and North Vietnamese, Cambodian government forces and the United States and South Vietnam.*
- B. *The communists, who became the Khmer Rouge, won the civil war.*
- C. *To create a communist state, to make all private possessions state owned.*
- D. *They used a communist political system. You could also say that they used authoritarianism.*

Exercise**Skills:** Analysing information, Cause and effect**Answers:**

- A. *The new rules caused many people to die. Everybody lost everything they owned. Families were separated, people were relocated. No political dissent was allowed. Many people were executed.*
- B. Encourage students to think and guess the answer to this question. Ask them what threat smart people could pose to a government? *The government probably killed intellectuals because they were afraid of them. Smart people may have encouraged others to question the government and rise against it.*
- C. Short term: *deaths, disease, loss of population.*
Long term: *lack of teachers would lead to under-educated young people, lack of doctors would lead to higher rates of disease and death. It would be very hard to train up these kind of people because it takes a long time.*

Exercise**Skills:** Explaining in your own words, expressing an opinion

Students need to explain how the regime forced people to work with little food or rest until many died. Those who worked would have been adults. In addition, the regime killed intellectuals, also adults. The people who survived the Khmer Rouge were children because so many adults died. The birth rate is very high in Cambodia, so there would be more new children born than children becoming adults, increasing the numbers of children in the country,

Students should think about this question on their own and come to their own conclusion. Encourage students to support their opinions with reasons and examples.

Exercise**Skills:** Analysing cartoons**Answer:**

A “monument”, according to the definition in this module, is something that helps people remember an important person or event. In this case, the monument is a pile of skulls. A pile of skulls is a good way for people to remember Pol Pot because it helps them to remember all the people the Khmer Rouge killed.

Exercise

Skills: Organising information, expressing an opinion

Answers:

A. *Thaksin's main goal was to alleviate rural poverty in Thailand.*

B. The “Your Opinion” section has been left blank, as it depends on the individual student. After students have completed the rest of the table, as them to think about the success of each program and its criticisms. Which is stronger? If the success is stronger, students support the program and place a check in the opinion box. If the criticisms are stronger, students oppose the program and put an cross in the opinion box.

Policy	Aims/ Objectives	Programs	Successes	Criticisms	Your Opinion
Universal Health Care	<i>To improve public access to healthcare and anti-retroviral HIV medication</i>	a. 30b per visit b. Subsidised HIV drugs	<i>Access to health care improved</i>	a. Increased workloads for healthcare employees b. Underfunded	
War on Drugs	<i>Decrease drug use and sales in Thailand</i>	a. New policy for drug addicts b. Targets for provincial arrests and seizures	<i>According to the Narcotics Control Board, the policy was effective in reducing drug consumption</i>	<i>Widely criticised by the international community because of its abuse of human rights</i>	
Economic Policies	<i>To reduce poverty</i>	a. Village-managed micro-credit development funds b. Low-interest agricultural loans c. Direct inputs of cash into village development funds d. Infrastructure development, e. The One Tambon One Product (OTOP) rural small and medium enterprise development program	<i>Helped accelerate Thailand's economic recovery from the 1997 Asian Financial Crisis and significantly reduced poverty</i>	a. Economic benefits actually came from other sources b. Policies got the rural poor dependent on government handouts	

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

- A. *Thaksin was accused of not paying his taxes, selling off things that belonged to the whole country to foreigners and crimes against the King. His government was accused of corruption, treason, controlling the press and authoritarianism.*
- B. *The People's Alliance for Democracy (PAD).*
- C. *They believe Thaksin should not be in power.*
- D. *They took control over Bangkok's two airports and two government offices.*
- E. *The National United Front of Democracy Against Dictatorship (UDD).*
- F. *They believe Thaksin should be in power.*
- G. *They protested, including a large protest which shut down the ASEAN summit in Pattaya.*

When the students have answered these questions, revisit the chart on page 73. Ask how many students have three check marks. Tell them that people like them are people who probably joined the UDD/Red Shirts.

Ask how many students have three crosses. These are the kind of people who are likely to have become the Yellow Shirts/ PAD.

There were, however, other factors that contributed to people either liking or disliking Thaksin. Ask your students what they were (refer to question A at the top of this page)

Exercise**Skills:** Analysing information, Cause and effect**Answers:**

- A. The answer depends on the individual students. Encourage students to think of real ways to bring the two groups together. Telling each group they "should work together" is not a realistic option. The two groups want opposite goals, how can they share political power in Thailand?
- B. *Thailand seems like a very politically unstable place. Especially for a tourist, having the airport closed is a problem. Most tourists who read about the protests and about the airport being closed would feel afraid and wouldn't want to visit the country.*
- C. Politically: *Thailand probably lost some political power after having to shut down the ASEAN meeting held in Pattaya. It looks like the country cannot control its own people long enough to hold an important meeting.*
Economically: *Tourism has probably been affected. The closure of the airports meant that tourists could not enter the country during the protests. Afterwards, many would not want to because they might feel afraid.*

4.3 REVIEW

Comprehension Example Answers:

1. *ASEAN members today are: Cambodia, Laos, Myanmar, Brunei, Thailand, Singapore, the Philippines, Malaysia, Vietnam, and Indonesia*
2. *The main goals of ASEAN today are: increasing economic growth, encouraging social progress, developing local culture, protecting peace and stability, trying to achieve democracy, protecting the environment.*
3. *India's strongest motivation for increasing political ties with Southeast Asia is finding cheap sources for oil and energy.*
4. *Suharto was the leader of Indonesia between 1967 and 1998. He was an authoritarian ruler known for his corruption.*
5. *After East Timor gained Independence from Portugal, Indonesia invaded and took control over East Timor.*
6. *Fretilin was a political party that fought against Portuguese rule. When Indonesia occupied East Timor, Fretilin continued to fight for East Timor's independence. After the United Nations helped East Timor gain independence from Indonesia, the country's first Prime Minister was the former leader of Fretilin.*
7. *The change of leadership in Indonesia contributed very significantly to change in East Timor.*
8. *After independence from France, Cambodia was in a state of civil war with Communist forces fighting government forces. The Communist forces won.*
9. *The Khmer Rouge forced people out of the cities to work long, difficult hours in the country. The Khmer Rouge killed many people they thought were against their government including many intellectuals like teachers and doctors. Many more people starved or died from diseases.*
10. *Thaksin was one of the most popular leaders of Thailand. His main goal was to reduce rural poverty in Thailand. He also wanted to get rid of drugs in the country and improve health care. His most famous programs were the War of Drugs, Universal Health Care and Economic policies such as village micro-credit, low interest agricultural loans, and infrastructure projects.*

Explaining Example Answers:

1. *Strengths: different nations communicate and work together to solve problems, some problems cannot be solved by one government alone (for example, regional pollution), nations can get help and advice from each other on difficult problems, governments from some countries can pressure governments from other countries to change their ways, together small nations are protected from larger, more powerful nations and feel secure, a regional economy is often stronger than smaller national economies.*
Weaknesses: no nation can force another nation to do anything, even when some nations are doing very bad things to their citizens, if everyone doesn't agree on something no decision gets made which can take a very long time and lead to no action being taken on important issues as well as making ASEAN appear to be weak.
2. *Please see TB page 66.*
3. *The example provided in the module on SB page 67 describes competition over natural gas in Myanmar by China and India.*
4. *Suharto's had a very authoritarian government. He was known for being corrupt and for embezzling government money. He suppressed political opposition and jailed his opponents. He stopped riots by violence and refused to listen to his people when they demanded change. Under Suharto's government the economy improved at first, but then had serious problems.*
(Continued on page 86)

Example Answers:

1. *There are six men standing under the sign for ASEAN. These are probably ASEAN ministers. They are all wearing suits and the arms of their suit jackets are tied together, but they are not holding hands. Their hands are free.*
2. Students' answers to this question will vary according to their own interpretation. Some possible expressions students might see are: *worry, suspicion, scheming/plotting/planning, happiness, boredom.*
3. Student answers will vary. All three statements could be true. It is important for students to explain their reasons based on details from the cartoon or on facts they have learned about ASEAN.

Thailand, 'Singapore, Malaysia, Cambodia, Indonesia, Laos , Myanmar, 'Brunei, the Philippines, and Vietnam.

5. The Future of Southeast Asia

During this chapter students will be asked to:

- read and comprehend text
- restate information in their own words
- classify information into different categories
- organise their ideas into tables
- make predictions about the future based on past events
- prioritise needs
- research a specific topic related to Southeast Asia
- interpret similies

5.1 INTRODUCTION

Exercise

Skills: Reading
comprehension

- A. *Leaders want to know what will happen to the world economy, what political problems are waiting in the future and what society is going to be like.*
- B. *Leaders who have a good idea of what will happen in the future can prepare to face future problems better. They can think of solutions to problems before those problems happen and they can avoid some problems all together.*
- C. *A good prediction is based on a good understanding of what has happened in the past and is supported by strong reasons and examples.*

5.2 PERSPECTIVES

The next section contains quotes from academics and politicians about what they think is important about the future of Southeast Asia. There are seven quotes all together.

Option 1: Break your class into six groups and assign each group one quote. Students should look up the keywords in their quote and try to put it into their own words. The quote from President Megawati on the bottom of page 81 is the shortest quote and can be used as an example together.

Example: *President Megawati is saying that it is important to consider political problems in the future and not only economic problems. If ASEAN only looks at politics and ignores economics or vice versa, there will be problems.*

When the students are finished, have them present their summaries to the class. Leave a small time for discussion after each presentation. Discussion questions could include asking the class:

- Do you agree with what they are saying?
- Did they miss any important points?

Option 2: Assign your students all of the quotes to read as homework.

Exercise**Skills:**
Restating
information

Answers will vary based on the individual.

Example Answers:

Condoleezza Rice: *I think the most important challenge ahead is getting rid of terrorists in Southeast Asia because terrorism can harm the region's economy and political stability. Terrorism is likely in Southeast Asia because the border control is not strong and many governments are not good at catching criminals. Terrorism is likely because it has already happened several times in Southeast Asia.*

Isabelle Louise: *I think the most important challenge ahead is global climate change because global warming will lead to rising sea levels which will flood many parts of Southeast Asia. The flooding will destroy the homes and the farms of many people and make it difficult for them to survive.*

Ong Keng Yong: *I think the most important challenge ahead is working together to overcome problems because ASEAN still has many problems ahead. If all countries work together, they can face these problems more easily.*

President Megawati Soekarnoputri: *I think the most important challenge ahead is both economic and political because only thinking about one of these problems will not help. It is important to consider BOTH political and economic problems in order to move forward into the future.*

Mohamed Jawhar Hassan: *I think the most important challenge ahead is regional politics because most Southeast Asian nations are still new and still building their nations. It takes a long time to build a strong country and most Southeast Asian nations have just started. It will be hard for them to build stable and strong governments.*

Lim Chong Yah: *I think the most important challenge ahead is improving the economy because there are many poor people in Southeast Asia. The economy is mostly based on agriculture so it needs to be developed. It will be hard to develop the economy because we must protect the environment and we need peace and stability to have a strong economy.*

Exercise**Skills:**
Classifying
information

Condoleezza Rice: *Political*

Isabelle Louise: *Environmental*

Ong Keng Yong: *Political*

President Megawati Soekarnoputri: *Political and Economic*

Mohamed Jawhar Hassan: *Political*

Lim Chong Yah: *Economic*

Brainstorm

A. If students have trouble remembering, refer them to page 55.

Answer: *Nations sometimes had no experience with government when they became independent, they had to unify diverse cultural and linguistic groups, they had economic problems. They often faced political instability and had to deal with more powerful neighbours and sometimes civil war.*

B. *Nations in Southeast Asia still face all of these problems.*

C. Encourage students to come up with their own ideas about future problems. In the table below you will find the ideas from the quotes above and some ideas about other possible challenges in the future.

Challenges	Economic	Political	Social	Environmental
Old	<i>Economic dependence on European countries</i> <i>Under-developed industry, overdeveloped agriculture / raw goods</i>	<i>No experience with government</i> <i>More powerful neighbours</i>	<i>Diverse religious, cultural and language groups</i>	
New	<i>Another Asian financial crisis or global economic downturn?</i> <i>Increase or decrease in international aid?</i> <i>Too much competition from India and/or China?</i>	<i>Terrorist attacks could destabilise the region?</i> <i>Decreased power of ASEAN?</i> <i>Collapse of some governments, like Thailand or Cambodia?</i>	<i>Increase in militant Islam could cause more division between social groups?</i> <i>Increase in the difference between rich and poor?</i>	<i>Pollution and global warming could lead to flooding of farms and homes?</i> <i>Natural disasters such as tsunamis or earthquakes or cyclones?</i>

Exercise

Skills:
Creating similes

ASEAN is like a body in motion because ASEAN is moving forward into the future and a body *walks forward*. A body is balanced when it moves forward when it moves on *two legs/feet*. ASEAN will move into the future smoothly if it focuses on *both politics and economics*.

Ong Keng Yong is comparing ASEAN's journey into the future to a ride on a bus. A difficult bus trip gives people headaches and makes them feel sick. The difficult future ahead will cause problems for countries in the future, perhaps hurting their economies, for example. Just like how everyone is on one bus together, the nations of Southeast Asia are also joined together in their journey towards the future. Just as anyone can have travel problems, so too will most nations have problems in the future.

Groupwork

Skills:
Prioritising

A. The previous question asks students to think only about problems or challenges but now you can also ask them to think about what successes are ahead, as well. For more advanced students, you can ask them to make specific predictions about different countries, as well as for the region as a whole.

B. Each group will come up with a different answer. Answers could include things like: *invest more money into higher education, explore more natural resources, develop industry, make efforts to reduce poverty, begin programs to encourage the equality of women, etc.*

(Continued on the next page)

- C. While students are preparing their presentations, circulate to ensure they are doing so correctly. Students must explain why they think this is an important focus for the future. What makes them think what they have chosen is a priority?

If you have time after the debate, get students into larger groups to discuss and agree upon priorities, then make a final list together as a class. Encourage discussion and debate.

Research Project

This is one way students can review the module. Example essay titles include:

- Religion in Southeast Asia
- Government in Southeast Asia
- Geography & Environment of Southeast Asia
- Trade in Southeast Asia
- Conflict in Southeast Asia

If students have access to a library or the internet, they can pick one country and research the religion, trade, government, conflict, or geography/environment of that country. They could do this in groups, or individually.

The purpose of this project is for students to make connections between different time periods. Students should show how the past has influenced the present and how they believe the present will affect the future.

The scope of this project depends on the amount of time you have and the resources you have available.

When assigning students this project, it is important to give them some grading guidelines to indicate how you will be scoring their final project. There are two example guidelines below. The one of the left is for an individual project using just the notes in this module. the one of the right is for a group research project.

Individual Essay Project	Group Essay Project
<p>Historical Analysis: 5 points</p> <ul style="list-style-type: none"> • <i>The student correctly includes all the important points related to the history of this topic.</i> <p>Present Analysis: 5 points</p> <ul style="list-style-type: none"> • <i>The student correctly describes the current situation of this topic.</i> <p>Future Prediction: 5 points</p> <ul style="list-style-type: none"> • <i>The student makes predictions which connect with the past and present and which are well explained.</i> • <i>The student provides reasons to support his or her beliefs about the future.</i> <p>Communication: 5 points</p> <ul style="list-style-type: none"> • <i>The student is able to communicate clearly his or her ideas in the language chosen.</i> <p>TOTAL SCORE: /20 points</p>	<p>Student 1: Religion and Culture</p> <p>Historical Analysis 5 points</p> <p>Present Analysis 5 points</p> <p>Future Prediction 5 points</p> <p>Communication 5 points</p> <p>Student 2: Government & Conflict</p> <p>Historical Analysis 5 points</p> <p>Present Analysis 5 points</p> <p>Future Prediction 5 points</p> <p>Communication 5 points</p> <p>Student 3: Trade and Economics</p> <p>Historical Analysis 5 points</p> <p>Present Analysis 5 points</p> <p>Future Prediction 5 points</p> <p>Communication 5 points</p> <p>Group Cohesion 5 points</p> <ul style="list-style-type: none"> • <i>The essay makes sense when read from start to finish.</i> <p>TOTAL SCORE: /65 points</p>

(Continued from page 58)

2. Colonialism: *the process by which one country controls or dominates another country. In Southeast Asia, the Europeans went through two stages of colonialism: exploration and trade, and conquest and settlement.*
3. Self-sufficient (TB page 44): *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.*
4. Nationalist (TB page 51): *feeling proud of your nation or country, or loving and defending your nation or country.*

Explaining

Example Answers:

Reasons for Independence		
Political	Social	Economic
<ol style="list-style-type: none">1. <i>Desire for self-government</i>2. <i>Desire for autonomy</i>3. <i>Desire not to be ruled by foreigners</i>4. <i>Desire for local system of government or local politics</i>	<ol style="list-style-type: none">1. <i>Desire to be free</i>2. <i>Desire to develop their own skills and experience</i>3. <i>Respect for local culture and religion</i>4. <i>Desire to make their own decisions about education</i>5. <i>Give nationals a chance to hold high positions</i>6. <i>Raise the status and respect for their own culture and language</i>	<ol style="list-style-type: none">1. <i>Desire for control over their own economy</i>2. <i>Desire to stop exploitation of their natural resources by the colonial government</i>3. <i>Desire to use raw material/ natural resources for the development of their own country rather than for export</i>

Explaining

Example Answers:

1. *European factories produce industrial goods.*
2. *Industrial goods are loaded onto ships.*
3. *European ships sail to Southeast Asia and other colonies.*
4. *Europeans develop the market of colonies in order to sell their goods.*
5. *European colonies produce raw materials.*
6. *Raw materials and natural resources from the colonies are loaded onto European ships.*
7. *Ships sail from the colonies bringing natural resources for use in European factories.*

5. See TB page 70
6. *The most noticeable effect of the Khmer Rouge were the deaths of between one and two million people, including many teachers and doctors and lawyers. As a result, it is estimated that 75% of the population today is under the age of 18.*
7. See TB page 75.
8. *The two largest protest groups in Thailand are the Red Shirts and the Yellow Shirts. The Yellow Shirts (PAD) believe Thaksin should not be in power. The Red Shirts (UDD) believe Thaksin should be in power.*

Definitions

Example Answers:

1. *Compromise (TB page 62): Sometimes giving up what you want or some power that you have.*
2. *Consensus (TB page 62): Every member must agree before a decision is made.*
3. *Non-interference (TB page 62): No country will get involved with another country's problems unless asked to help.*
4. *Communism (TB page 68): This form of government tries to equalise the social conditions and remove inequalities between people. Property possession and business ownership are important to followers of this system because they believe that all wealth should belong to everyone equally. As a result, the state may try to take ownership of everything to make sure that profits are equally shared. When referring to just the economic system of a country, this way of thinking may be called Socialism.*
5. *Democracy (TB page 68): This form of government has two different styles. People either hold political power themselves and directly influence political decisions, or they elect officials to represent their interests and make decisions for them.*
6. *Authoritarianism (TB page 68): This form of government emphasises the state's authority. Countries that follow this system are usually called Republics or Unions. In this system non-elected rulers have the most control although individuals usually have some degree of freedom.*
7. *Constitutional monarchy (TB page 68): A King, Queen or Sultan is the head of state but their powers are limited by a constitution. The monarch must consult with a religious or elected group of people before making important decisions*

Explaining

A newspaper article should always contain the most important information in the first paragraph: who, what, when, where, why?

All the students' articles will be different, but should contain this information:

Who: Thaksin started the War on Drugs

Where: in Thailand, all over the country

When: January, February and March 2003

Why: to get rid of drug use and drug sales in Thailand

What: Thaksin changed the punishment for convicted drug addicts. He set targets in the provinces for the numbers of drug arrests and seizures every month and rewarded people who reached their target.

Pro-War on Drugs: People who supported the program said that it successfully reduced drug consumption in Thailand and increased the market price for most illegal drugs.

Anti-War on Drugs: People who criticised the program said that it was the cause of many human rights abuses. Many people (2,275) died, often without getting a fair trial.