

Population Diversity in Southeast Asia

Lesson Plan for use with Social Studies, World Languages and World Cultures classes
Grades 9-12

by

Patrick Bencke, Menomonie High School/Middle School, Wisconsin
July 2003

Unit Introduction:

The following is a lesson within a unit for learners to find out about diversity in Southeast Asia. This particular lesson is created for learners to discover ethnic, lingual, religious, and political system diversity in the eleven nations of Southeast Asia. This lesson plan is designed for grades 9-12 for the subjects of World Cultures, World Languages and Social Studies. Students are to become aware of diversity in these four categories in order to further understand complexity of this region of the world. It is also designed to have students practice use of reference tools for understanding societies throughout the world.

Lesson Objectives:

Students will define ethnic terminology.

Students will compare ethnic diversity of nations in the region.

Students will describe languages spoken in the region.

Students will identify major religions by which people in the region classify themselves or religions which people of the regions practice.

Students will compare religious diversity of nations in the region.

Students will define political systems of the region.

Students will understand the political systems of the region.

Students will exercise and improve their internet and other source searching skills.

Materials: a map of Southeast Asia; a demographic reference book on the region.

Introduction:

Distribute unlabeled maps of the region of Southeast Asia, with nation borders visible.

Project the map overhead also.

Ask students to name and point to the nations they know.

Confirm these as correct. Correct any incorrect guesses.

Strategies:

Tap the knowledge of students regarding the above topics. Ask for the definitions of terms that they use. Through questioning, sample how much students know currently regarding topics and the geography.

Activities:

Ask students what they know of major languages in the region.

Name major languages of the region, listing some on the board.

Do the same with major ethnicities.

Do the same with major political systems.

Ask students to name major religions of the area.

Make sure that students note at least the following religions: Buddhism, Catholicism, Protestantism, Islam, and Hinduism.

The teacher will give an overview of the religions later in the unit.

Tell students that they will be mapping the ethnicity, languages, political systems and religions of the countries of the region. They are:

Brunei

Indonesia

Malaysia

The Philippines

Vietnam

Cambodia

Laos

Singapore

Burma (Myanmar)

Thailand

East Timor

Give an overview of recent news items or current events in the region, sparking student curiosity of lesser known countries. This might be a good time to give some notes on historical references as well in order to show connections between countries or dynamics of religion, ethnic groups, language and political systems.

Place an appropriate number of strips of paper with the above nations' names on them into a box. Have each student draw from the box, thereby drawing a nation to research. Each student is to find the following for the country drawn:

Ethnicities

Languages

Current political system

Religions identified with or practiced

Reports will be due two class meetings from end of lesson (in order to guide student research, the teacher might schedule a visit to the library/media center for the lesson in between this one and the due date).

The reports must be written on a single page in the following form:

Estimates of ethnic percentages must be listed, and source(s) cited.

Estimates of major first languages percentages must be written and source(s) cited.

The current political system and a definition of it must be written.

Estimates of religions identified with or practiced must be listed, and source(s) cited.

Students assigned the same nation may work together in pairs if they like. In this case, they must take the extra step of including definitions of the religions they list.

Stress the importance of bibliography, of both printed and web-based sources, including dates.

Suggest web sources. Distribute a list. Recommend that if students quote a web source that they go with sites that end in *org* or *edu*, and be wary of those that end in *com* or *gov* (if not in the U.S.).

Students who create neat graphs or charts can receive extra credit.

Closure:

Make sure the assignment is clear.

Explain that next class meeting students will share their findings with the rest of the class and that they will all map statistics. From there they will make comparisons and contrasts of the five nations in terms of the four categories.

Encourage them to ask between now and next class meeting adults and other students how much they know about the eleven nations.

Evaluation:

Students will be evaluated on the criteria listed in the above assignment.

Linkage to Learning Standards:

This lesson is designed to promote knowledge and awareness of cultures and languages of the world.

Bibliography:

Country Studies Website

<http://countrystudies.us/>

This site gives written profiles of most countries.

CIA Fact Book Website

www.cia.gov/cia/publications/factbook/countrylisting.html

This site has up-to-date information, charts and maps of countries of the world.

Asia Source (the Asia Society) Website

<http://www.asiasource.org>

This site is designed for education and organizes numerous links to sites general and specific regarding all of Asia.

Reddy, Marlita A., Editor. *Statistical Abstract of the World*. Detroit: Gale Research International, 1994.

This book contains facts and figures for countries of the world.