

**GATEWAY TO SOUTH EAST ASIAN HERITAGE
THAILAND and VIETNAM
UNIT**

**LESSONS PLANS and ACTIVITIES
For GRADE THREE**

Barbara Sohler

Beaverton, Oregon, USA

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LESSON 1 GEOGRAPHY AND LOCATION

Overview

The location, geography, natural resources, and climate of Thailand and Vietnam can help communities grow and affect how people live.

Lesson Objectives

- The students will be able to identify and to locate where Thailand and Vietnam are on a globe and on other kinds of maps.
- The students will know the seven continents and that Thailand/Vietnam are part of Asia.
- The students will be able to sketch the map of Thailand and Vietnam.

Procedure

- Invite the students to describe the form of the earth and to recognize the globe as a small model of it.
- Use the globe and have them identify the main landforms as the seven continents.
- Using a large wall map of the world, have them locate the shapes of the countries of Thailand/Vietnam that are in the continent of Asia.
- Point out the location of the countries in relation to the equator, and the neighboring countries of Laos, Cambodia, Myanmar, India, and the Philippines.
- Give each student a piece of paper and have him/her sketch the shapes of Thailand/Vietnam using pencil.

Materials Needed

Globe, various kinds of maps (political and physical)

White paper 8 1/2" by 11" or larger

Pencil or dark crayon

LESSON 2 CLIMATE AND PHYSICAL CHARACTERISTICS

Overview

The countries are located slightly above the equator making the climate very hot with a rainy season in July and August. The physical characteristics of the landscape include mountains in the north and the Mekong River that borders Thailand. The river flows through Vietnam and forms the large Mekong Delta in the south which is very flat land.

Lesson Objectives

- The students will understand that the location near the equator is the cause for the hot climates of Thailand and Vietnam.
- The students will realize that the countries are made up of mountains, valleys, plains, rivers, and touch large bodies of water.

Procedure

- Have the students locate the equator in relation to the location of Thailand/Vietnam
- Ask them to describe the type of weather these countries might have.
- Explain that there are mountains in the north, and level ground in the south.
- Locate the rivers that flow through the countries and the oceans that touch the shores.
- Activity: work with a partner and make two lists showing the likenesses and differences of Thailand/Vietnam to Oregon.

Materials Needed

A physical map or globe showing the countries of Thailand/Vietnam
Resource books: encyclopedias, atlases, library books, and magazines

Internet

Paper and pencil

LESSON 3 COMPARISON OF NORTH AND SOUTH

Overview

The hill tribe people (Hmong) live in the northern mountains of both countries and maintain a life style, customs, and dress that are different from the people of the south.

Lesson Objectives

- The students will compare the life of the northern people with the life of the people who live in the south.

Procedures

- Describe and show pictures of the Hmong hill tribes of northern Thailand/Vietnam.
- Show handcrafts that the Hmong people have made.
- Compare pictures of the landscape, homes, and dress of the hill tribes to the people who live in the southern cities, canals, and deltas.
- Use pictures, and illustrate on the chalkboard how mountain people make terraces to conserve soil, water, and plant crops.
- Demonstrate with clay and illustrate on the board what canals and deltas are.
- Explain that people who live on or near canals, rivers, and oceans depend on them for food, transportation, and recreation.
- Have each student form a model of a terrace using clay on a piece of paper.

Materials Needed

Samples of crafts made by the Hmong tribes.

Pictures of the mountains, people, rivers, canals, and various activities performed by the Thai and Vietnamese

Modeling clay and heavy paper or cardboard

LESSON 4 PLANTS

Overview

The plants that grow in a semi-tropic region, near the equator are different from those in a moderately temperate region, such as the Pacific Northwest of Oregon, USA.

Objectives

- The students will understand that some fruits, vegetables, coffee, and rubber are only grown in hot climates such as Thailand and Vietnam.

Procedure

- Have bananas, pineapple, coconuts, and pictures of other tropical fruits and vegetables that are grown elsewhere.
- Show coffee beans and a rubber band. Discuss how important these are to our culture. Tell how rubber and coffee are harvested.
- Explain that these fruits, especially the banana, pineapple, and coconut that are very common to our diet must be imported.
- Let the students taste these fruits, and other fruits that can be obtained from an Asian food store.

Materials Needed

Tropical fruit of all kinds, pictures and charts of fruits and vegetables

Coffee beans, objects made from rubber

Knife to cut, paper plates, napkins

LESSON 5 RICE

Overview

The main staple of food in Asian countries is rice. Rice is grown in wet fields called rice paddies. It is a grain and belongs to the cereal group of the food pyramid. It can be served in many ways but the most common way to eat it is boiled.

Objectives

- The students will observe different kinds of cereal to compare with rice.
- The students will know the different stages of growing rice.
- The students will learn how Asians eat rice and how it tastes.

Procedure

- Display pictures of rice planting and demonstrate how I saw them planting rice in the water.
- Show samples of different kinds of grain, including the different kinds of rice.
- Discuss with the students how to cook rice. Many may have an idea of their favorite rice dish that their family eats.
- Use a rice cooker in the classroom to cook rice.
- Explain the different ways that Thai/Vietnamese like to eat it. (boiled, in soup, sticky rice,)
- Give out chopsticks and let the students demonstrate their skill of using them to pick up food. If boiled rice is not appropriate, perhaps cut up carrots and celery or fruit.

Materials Needed

Food pyramid chart

Different kinds of uncooked cereal such as wheat, oats, barley, and rice

Rice cooker, water

Paper plates, napkins, chopsticks, and bits of cutup fruits or vegetables

Asian parents to assist in preparation, demonstration, and cleanup.

LESSON 6 ELEPHANTS

Overview

Elephants have been revered in Thailand for centuries and are the symbol of the nation. They are used in the forests to pull the logs of the teak tree, but now as that need is not as great as in the past, they are used as entertainment for tourists.

Objectives

- The students will know the reason for the importance of the elephant in the culture of Thailand.
- The students will name the physical characteristics of an elephant.

Procedure

- Begin by showing pictures of an elephant and asking the students to tell about their experiences with elephants.
- Explain that some elephants live in the wild of Thailand and some have been domesticated to do work and entertain.
- Show pictures of elephants used in war and used by royal members, such as kings and queens.
- Display the important facts of the elephant on a chart: weight, height, what it eats and how much, how long they live.
- Recall from my experience some of the things I saw elephants doing: kicking a soccer ball, shooting a basketball, painting.
- Show pictures and describe my experiences of an elephant ride.
- Have the students first sketch an elephant on white paper with a black crayon. Then have them paint the entire paper with water including a background and place themselves in the picture.

Materials Needed

Pictures of elephants in many occupations and situations
White paper, crayons, watercolors, water and brushes

LESSON 7 LANGUAGE AND CUSTOMS

Overview

People in all cultures develop their own way of thinking, speaking, and ways of acting toward the world and other people. Great respect must be shown for ways that are different than our own.

Objectives

- The students will recite some of the phrases of the Thai and Vietnamese language.
- The students will participate in the sign of greeting in Thai and Vietnamese.
- The students will model some of the behaviors that are presented.

Procedures

- Begin the class with the greeting in Thai, the hand formation and the Vietnamese greeting and bow. (swa-dee-kra or ka)
- Explain the great respect that the Asian culture shows for elders by the bow when passing someone of greater importance.
- Have the students repeat some of the phrases and gestures.
- Explain the importance of the head and the position of the feet.
- Use a Vietnamese or other Asian parents to assist in demonstrating and explaining the reasons for certain behavior.

LESSON 8 VIETNAMESE PAPER HATS

Overview

The cone-shaped hats that the people (both men and women) wear in Vietnam seem to be most practical type of hat that could possibly be invented in a hot and humid climate. The loose fit with only a chinstrap allows for ventilation of air and prevention of sunrays from hitting the face.

Objectives

- The students will observe the shape of a Vietnamese hat as being a cone shape.
- The students will make a decorated cone hat.

Procedure

- Show the students a cone hat and explain that people in Vietnam use these to protect themselves from the hot sun while working in the rice fields.
- Explain that they will make one of their own by demonstrating how to make one from a circle pattern.
- Pass out patterns and have them decorate it with crayons first on the flat surface by giving examples of designs in nature, such as flowers, vines, birds, and leaves.
- Direct the students to complete the cone hat by bending it into the correct position and taping it in place.
- Punch two holes on each side and have them tie a length of yarn in each hole so that it will make a chinstrap to hold it in place.

Materials Needed

Large pieces of heavyweight paper (light color), that already has the pattern drawn on it.

Crayons

Scissors

Paper punch

Yarn

LESSON 9 GAMES CHILDREN PLAY

Overview

All children, given the opportunity will develop games, sports, or contests for entertainment and amusement.

Objective

- The students will realize that all children, regardless of age, location, or culture will create activities and games for entertainment.
- The students will create a game using simple materials.

Procedure

- Use an old tennis ball or any other type of ball and some small sticks that have been broken into small pieces, and ask the children if they can think of a game using these materials.
- Describe from my own experience that many children have to make up games using things that they can find or make, for example, the Vietnamese girl I saw who was playing pick-up-sticks with a ball and sticks.
- Discuss with the students what kind of materials they might use to make a game that has never been invented yet. (materials cannot be purchased)
- Allow the students to gather in groups of two or three to decide a game that they will create and demonstrate to the class.

Materials Needed

An old ball and broken-up sticks
Paper for drawing sketches of ideas
Any natural material that is available

Overview

Religion is the expression of our relationship to a higher power, and our quest to attain the ideal life of goodness and holiness. People of different countries often have different religious beliefs from our own and which must be respected. There are characteristics and factors in religions that are common to all.

Objectives

- The students will compare the Buddhist beliefs with the Catholic religion.
- The students will compare the life of a Buddhist monk with a Catholic monk or sister.
- The students will practice meditation.

Procedures

- Begin with the comparison of a picture of the Buddha and the crucifix.
- Demonstrate how we show reverence in our churches by genuflection toward the tabernacle and how the Buddhists take off their shoes and bow toward the statue of Buddha.
- Explain how Buddhist monks and Catholic monks and sisters meditate as a way of centering their minds to gain peace and happiness.
- Compare pictures of Buddhist and Catholic monks and tell that they live in much the same way, with prayer, work, and study.
- Demonstrate the way that monks meditate and have the students quiet themselves completely. For at least 3 minutes have the students sit still, close their eyes and try to focus on the presence of God. (Our religion)
- After the meditation invite the students to share their experience if they choose.
- Do this activity everyday.

Materials Needed

Statue or picture of Buddha, cross or crucifix, pictures of monks, temple, churches

Overview

A TALE OF TWO RICE BIRDS by Clare Hodgson Meeker is a story told by parents and grandparents or learned in school by children in Thailand. This memorable folktale passes ancient Thai beliefs and traditions from one generation to the next.

Objective

- Talk about folktales and ask the students to name some of their favorites.
- The students will learn that all cultures have stories that are passed from one generation to the next.
- The students will listen to this tale.
- The students will retell this story in their own words.
- The students will dramatize this tale.

Procedure

- Show the cover of the book and a preview of the pictures in it.
- Explain that this is an old story that everyone from Thailand knows, regardless of his or her age.
- Read the story with lively expression and fluency.
- When the story is complete, invite the children to repeat the story back to me.
- Discuss ways that this story might be reenacted and allow the children to get into groups and discover ways to dramatize for the class and other classes.

Materials Needed

Clare Hodgson Meeker, A Tale of Two Rice Birds or other folktales from Thailand or Vietnam.

Clothes and accessories for costumes and props

Overview

All countries have some kind of currency or bartering rate.

The money exchange for one US dollar in Thailand is: \$1 = 40 Baht

The exchange in Vietnam is \$1 = 15,000 Dong.

Objectives

- The students will be able to make an exchange of US dollars for Thai baht accurately using mental math and calculation.
- The students will be able to make the correct exchange from US dollars to Vietnamese dong.

Procedure

- Talk to the students about the use of money in exchange for work, and the use of some kind of symbol or currency is of value because it represents how much work or value something is.
- Show a US dollar and a baht and explain that it takes 40 bahts to equal 1 dollar.
- Do the same for dong. Have 15,000 dong to show the value of 1 US dollar.
- Role-play situations where a student will need to pay for something in baht and dong. e. g. "This book costs 3 dollars. How much will you have to pay in baht? In dong?"
- Write problems on the board where the student must demonstrate that he/she knows how to exchange dollars into baht and dong. Do the reverse and change baht and dong into dollars and cents.

Materials Needed

A supply of one US dollar bills

A supply of baht and dong (or imitation copies if unavailable)

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September 29, 2002

Dear Pimon,

I have been home now almost two months and the memories of my visit to Thailand and Vietnam are so fresh in my mind that I can still feel the same emotions that I felt while I was there. So far, I am still in the process of teaching everything that I know to my class of third graders and I am also teaching all the other grades in our school during my free time period. I love telling the stories and experiences that I have had and they are such captive listeners. I have received a lot of pictures from the others who were with me so I have added them to my collection and have made quite a large portfolio. I also have given several talks to adult groups and they, like the children, have been enthusiastic listeners with a storehouse of questions.

I can't tell you enough how my experience of visiting Thailand and Vietnam has impacted my life and thoughts globally. It has certainly broadened my ideas and respect for different cultures and beliefs. I presently have a considerable proportion of Asian children in my class with English as their second language, different family customs, and different faiths. I have representatives from the Buddhist, Hindu, and Moslem religion as well as my own Christian faith. I am very interested in them and their parents, and I feel a bond with them because of my travels.

I truly appreciate your time, effort, and hospitality in allowing us to visit your country and Vietnam and for planning all the excellent presentations and adventures for us. It has been tremendous highpoint in my life that I will savor for a long time. Enclosed you will find a copy of my curriculum project which I enjoyed creating and teaching. Thank you so much for everything.

Gratefully,

P.S. Please come to visit Carolyn and Kim and me the next time you come to Oregon. You can stay with me and we will show you our beautiful state.

INTRODUCTION

My experience in Thailand and Vietnam during the summer of 2002 was an extremely rewarding encounter. I was able to see, hear, taste, touch, and smell the flavor of a culture that is distinctly different from my own in the United States. From the mountain homes of the northern hill tribes to the busy streets of Ho Chi Min, every moment was packed with sensory images that still creep into my consciousness and memory almost every day.

I have tried to put some of these experiences and knowledge into teachable lessons to share with the students in my classroom. I hope to convey at least some of the excitement that I encountered and to plant a desire in them to seek, to understand, and to respect all people as belonging to one, large, human family.