

CHAPTER 2: VARIOUS REGIONS

Key Concept

Children understand the difference in both the natural environment and people's lifestyle in specific areas: the Coastal Plain Area, the Central Plain Area and the Mountainous Area.

Learning Objectives

General Objectives

(1) Children understand the regional characteristics and people's lifestyle of the three meteorological regions, the Central Plain Area, the Coastal Plain Area and the Mountainous Area.

(2) Children develop a great interest in various regions and develop the ability to research those regions by themselves through the experience of data collection, data analysis and reporting in the case study of this chapter.

Structure of This Chapter & Specific Objectives

<Lesson>

<Specific Objectives>

Lesson 4: Three Areas and People's Lifestyle

Children are able to explain general characteristics of three areas, the Coastal Plain Area, the Central Plain Area and the Mountainous Area, by knowing the meteorological, demographical, industrial, transportation and communication situations of each area.

Lesson 5 (Case Study I): People's Living in Central Plain Area

(1) Children are able to explain clearly the characteristics of Kyaukse, which is one of the main cities in the central plain area. Children are also able to explain the local lifestyle through the process of collecting, arranging and analyzing information about Kyaukse gained from various sources.

(2) Children are able to discuss the future direction and development of Kyaukse based on the collected information.

(3) Children develop a great interest in other areas and towards researching those areas by themselves.

Lesson 6 (Case Study II): People's Living in Mountainous Area

(1) Children are able to explain clearly the characteristics of Falam, which is one of the main cities in the mountainous area. Children are also able to explain the local lifestyle through the process of collecting, arranging and analyzing information about Falam gained from various sources.

(2) Children are able to discuss the future direction and development of Falam based on the

collected information.

(3) Children develop a great interest in other areas and towards researching those areas by themselves.

Key Points

● Children learn different nature and different life style of people from their living area

This chapter aims that children understand the differences in nature and people's lifestyle of different areas from their living area. In the previous chapter, children learnt that Myanmar is divided into three main areas according to geographical and meteorological differences: the Coastal Area, the Central Plain Area and the Mountainous Area. In these areas, the natural environment is different and people's lifestyle is also different. There are many differences in these areas. Therefore, studying these different nature and people's lifestyle are meaningful for children to understand the outside of their living area.

The case studies have mainly two educational purposes. One is that children understand the differences clearly between a place outside their living area and their town through learning specific issues and events of the outside area. Another purpose is that children gain some skills on how to learn. The case studies in this chapter provide children with many ideas about how to know about the different area, such as reading materials, interviewing, sending letters for inquiry, obtaining statistics and analyzing them. These learning skills can be applied when other areas will be researched.

To conduct case studies, teachers should prepare materials and plan clear procedure of teaching. In this Teacher's Guides, there are two case studies: *Kyaukse* and *Falam*. These are prepared based on the fact that children (learners) live in Yangon. Therefore, if you are teaching in Yangon, you can use these two case studies effectively. However, if you are teaching outside of Yangon, these case studies should be modified to use. If you are teaching in Kyaukse, for example, the case studies of Kyaukse cannot be used in your school. You should make a different plan. It is hoped that school families or individual schools cooperate together to develop their own case study.

Practically speaking, it is highly recommended that you make your own case studies by referring the case studies in this chapter. To make a good case study, you first choose a specific place that can be dealt with effectively in your class, based on availability of information, familiarity and interest. Secondly, you think about the key issues of the place and create your own lesson procedure based on this key issues. Thirdly, you prepare necessary teaching materials such as pictures, illustrations and some objects. Your hand-made lesson is definitely interesting for children as well as yourselves.

Flow of Teaching and Learning

* This flow shows the case that teachers deal with the nature and people's life style of *Kyaukse* and *Falam* in Case Studies I and II respectively.

**Lesson 4: Three Areas and People's Life Style
(11 periods)**

(1st to 3rd periods)

Children review the geographical and meteorological characteristics of the three areas:

- Climate (temperature and rainfall)
- Topographical feature

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Children know the outline information of the three areas:

- Area (sq. km)
- Population
- Land-use (Sown, forest, and the other)

Use graphs to compare the three areas and to understand these differences visually.

(4th to 9th periods)

Children think about the main economic activities in the three areas:

- Ratios of population engaged in agricultural, manufacturing and commercial sectors

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- Ratios of population engaged in farming, forestry and fishery sectors
- Main agricultural products and their production amounts

Make a map for regional agricultural activity (A map of agricultural productions).

(10th to 11th periods)

Children think about transportation and communication systems in the three areas:

- Main transportations
- Communicational development

Realization:
Children realize that the three areas have many different characteristics each other. These differences seem to be directly related to the geographical and meteorological factors.

**Lesson 5 (Case Study I):
People's Living in Central Plain Area
(10 periods)**

Case of Kyaukse

(1st period)

Children look at the picture of the "Elephant Festival" and know what it is. At the same time, children are interested in the town of Kyaukse.



Children understand the relation between Kyaukse and an elephant.

(2nd, 3rd and 4th periods)

Children analyze annual temperature and rainfall of Kyaukse and make their image of the scenery of Kyaukse.



Children realize that Kyaukse has many trees and full of greens by observing a picture of Kyaukse.



Children know that canals play an important role in Kyaukse in order to make this town full of greens.



Children understand that canals were originally built during the era of King Anawrahta.

(5th, 6th and 7th periods)

Children know for what purposes people use water in the canals in Kyaukse.



Children discuss agricultural situation of Kyaukse, compared with Yangon, by using statistical data of agriculture.

(8th and 9th periods)

Children observe a picture of the mountain situated in Kyaukse and know that it is made of limestone.



Children discuss the usage of limestone.



Children learn the modern industrial zone, which was recently established in the eastern part of Kyaukse.

(10th period)

Children write an essay about the future of Kyaukse and present it in the class.

**Lesson 6 (Case Study II):
People's Living in Mountainous Area
(10 periods)**

Case of Falam

(1st period)

Children read Huleeng Mawita's letter to her grandmother and become interested in "Thisop."



Children research "Thisop" by reading books and asking people.

(2nd and 3rd periods)

Children observe three pictures of Falam and make an image of this town.



Children check annual temperature and rainfall of Falam to think about why people in Falam eat "Thisop."
(Meteorological reasons)

(4th and 5th periods)

Children read the information of Falam and think about other reasons why people in Falam eat "Thisop."
(Geological reasons)
(Landscape)
(Water)

(6th and 7th periods)

Children realize that life in Falam is difficult because of underdeveloped agriculture and other industries.



Children think how people survive in Falam.

(8th and 9th periods)

Children research variety of culture and tradition in Falam.

(10th period)

Children write essay about "Future development of Falam" based on their own ideas.

Lesson 4: Three Areas and People's Lifestyle

General Objectives

- (1) Children understand the regional characteristics and people's lifestyle of the three meteorological regions, the Central Plain Area, the Coastal Plain Area and the Mountainous Area.
- (2) Children develop a great interest in various regions and develop the ability to research those regions by themselves through the experience of data collection, data analysis and reporting in the case study of this chapter.

Specific Objectives

Children are able to explain general characteristics of three areas, the Coastal Plain Area, the Central Plain Area and the Mountainous Area, by knowing the meteorological, demographical, industrial, transportation and communication situations of each area.

Lesson Planner

1st and 2nd periods (*See examples of lesson plan)

The meteorological and topographical characteristics of the three areas: the Coastal Plain Area, the Central Plain Area and the Mountainous Area, are the main topic. Three places in each area will be chosen and graphs for temperature and rainfall by month are shown children. (In the examples of lesson plan, Yangon, Sittway and Mawlamyine from the Coastal Plain Area, Mandalay, Pakokku and Pyay from the Central Plain Area, and Taunggyi, Myitkyina and Hakka from the Mountain Area are chosen as examples.) Children find the meteorological characteristics of the three areas through observing the graphs for temperature and rainfall.

Then, a teacher explains the reasons why such characteristics are shown in the areas from geographical point of view. The teacher touches upon monsoon (the northeast monsoon and the southwest monsoon) to explain these meteorological characteristics.

3rd period (*See examples of lesson plan)

The outline information of the three areas: area, population and land-use, is the main topic. How large are these three areas? How many people live in these areas? What kinds of land-use are popular in these areas? These issues will be discussed in this period of lesson. The information shown by using graphs will be easily understood for children and can help them find the differences among the three places.

4th and 5th periods (*See examples of lesson plan)

The difference of people's occupation in the three areas is the main topic. First, a teacher show children the ratios of engaged population in agricultural, manufacturing and commercial sectors in the three areas. Secondly, the teacher shows them the ratios of engaged population in farming, forestry and fishery sectors in the three areas. Children realize the situation of economic activities of the three areas, and find the differences and the similarities of the economic activities in the three areas.

6th, 7th, 8th and 9th periods (*See examples of lesson plan)

Knowing agricultural productions and the amount in the three areas is the main

topic in these periods of the lesson. The teacher lets children know agricultural activity of the three areas more in detail through making agricultural production maps. Here rice, corn, groundnut, sesame, chilly, onion, garlic, cotton, jute and coconut are dealt with as examples. Children understand the difference of agricultural production in the three areas through this activity.

(*This activity has been already introduced in the previous lessons: Lesson 2: Our Food We Eat, Grade 3.)

10th and 11th periods (**See examples of lesson plans*)

Transportation and communication systems in the three areas are the main topic. There are various ways for transportation and communication and these are used depending upon geographical situations. First a teacher and children discuss various transportation systems they can observe in the three areas, such as car, truck, bus, side car, bicycle, ship, airplane, etc. Then, the teacher and children try to find the characteristic transportation systems of the each area. Especially, cars including bus and truck, train, ship and airplane are the typical national transportation systems. It is good that children make a road map, a railway map, a waterway map and a freight map to understand the country's transportation system.

Examples of Lesson Plan

1st to 11th Periods:

Specific Objectives

Children are able to explain general characteristics of three areas, the Coastal Plain Area, the Central Plain Area and the Mountainous Area, by knowing the meteorological, demographical, industrial, transportation and communication situations of each area.

Teaching / Learning Materials

Information on temperature and rainfall by month of the following places:
 Yangon, Sittway, Mawlamyaine, Mandalay, Pakokku, Pyay, Taunggyi, Myitkyina, and Hakka
 A map of Myanmar (Preferably a topographical map)
 An illustration of the monsoon effect
 Paper cutouts for the three areas
 Graphs showing ratios of population engaged in agriculture, manufacturing and commerce in the three areas
 Graphs showing ratios of population engaged in farming, forestry and fishery in the three areas
 Real agricultural products or illustrations of them
 Data of the amount of the main agricultural products
 Information of road transportation, water transportation and sky transportation

Teaching / Learning Procedure

(1st and 2nd Periods)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>A teacher lets students recall the three areas divided by meteorological factors.</p> <p>The students recall the three areas: the Coastal Plain Area, the Central Plain Area and the Mountainous Area.</p>	5		
<p>The students describe the meteorological characteristics of the three areas.</p> <p>The teacher shows the information on temperature and rainfall by month in nine places of Myanmar.</p> <p>The students find out the location of the nine places on a map of Myanmar and the information on temperature and rainfall of the nine places. The students observe the</p>	10 20	<p>Information on temperature and rainfall by month in the nine places</p>	<p>It is better to show the information by using graphs.</p> <p>It is also better that a teacher lets students make graphs if possible.</p>

<p>information and find out the characteristics of the three areas.</p> <p>The teacher discusses with students the reasons why such meteorological characteristics appear in the three areas.</p>	25	Illustration of the monsoon effect	Lower temperatures in the Mountainous Area can be explained by the fact that the higher places, the lower temperature. Little rainfall in the Central Plain Area should be explained by using the monsoon effect.
<p>The students describe the meteorological characteristics of the three areas and the reasons why such characteristics appear.</p>	10		

(3rd Periods)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>The teacher asks the students, “What differences do you want to know more?”</p> <p>The students express their ideas.</p>	10		Any ideas are acceptable. However, the teacher leads the students express the issues of area, population and land-use.
<p>The teacher shows the paper cutout of the three areas and asks, “Which do you think is the biggest and the smallest?”</p> <p>The students think about the areas of the three areas.</p> <p>The teacher explains the areas of the three areas.</p> <p>The students guess the population in the three areas.</p> <p>The teacher explains population in the three areas.</p> <p>The teacher shows the land-use in the three areas.</p>	5 2 5 2 6	Paper cutout for the three areas	<p>It is better to using graphs to compare the areas and populations.</p> <p>The land-use can be divided by three: farming, forest and the other areas.</p>

<p>The students express the different characteristics of the three areas from demographic and economic points of view as well as geographical points of view.</p>	<p>5</p>		<p>The students should think about the differences based on the lessons learnt so far.</p>
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(4th and 5th Periods)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>The teacher asks the students, “What kinds of occupation do you know?”</p> <p>The students express their ideas freely.</p> <p>The students try to divide various occupations into three: agriculture, manufacturing and commerce.</p>	<p>10</p> <p>10</p>		<p>This part is an introduction to let students realize that there are three different occupations (sectors): agriculture, manufacturing and commerce.</p>
<p>The teacher shows the students graphs showing ratios of population engaged in agriculture, manufacturing and commerce.</p> <p>The students guess which graph is for which area.</p> <p>The teacher shows the students graphs showing ratios of population engaged in farming, forestry and fishery sectors.</p> <p>The students guess which graph is for which area.</p> <p>The students find the characteristic of economic activities in the three areas.</p>	<p>15</p> <p>15</p> <p>15</p>	<p>Graphs showing ratios of population engaged in agriculture, manufacturing and commerce</p> <p>Graphs showing ratios of population engaged in farming, forestry and fishery</p>	
<p>The students describe the characteristics of economic activities in the three areas.</p>	<p>5</p>		

(6th to 9th Periods)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>The teacher asks the students, “What are the main agricultural products of Myanmar?”</p>			<p>The teacher lets</p>

<p>The students mention the main agricultural products of Myanmar.</p>	10		students express various products.
<p>The teacher chooses the following agricultural products and distributes lists of the amount of production of these products:</p> <ul style="list-style-type: none"> ● Rice ● Corn ● Groundnut ● Sesame ● Chilly ● Onion ● Garlic ● Cotton ● Jute ● Coconut <p>The students make maps of agricultural products.</p> <p>The students observe the maps after completion, and find the main agricultural products in each area.</p>	90 30	<p>Real agricultural products or illustrations of them</p> <p>Data of the amount of the main agricultural products</p>	<p>These agricultural products are chosen because the data of the production amount can be easily got. If the data of other agricultural products are available, you can choose other products.</p> <p>This activity will be conducted by group.</p>
<p>The students write brief reports about the characteristics of the three areas based on the information they learnt so far.</p>	10		The report will be one page and should be explained clearly the characteristics of the three areas.

(10th and 11th Periods)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>The teacher asks the students, “What kinds of transportation can you see in your living area?”</p> <p>The students express various transportations.</p>	5		This is an introduction part to motivate students. The teacher lets students express their ideas freely.
<p>The teacher chooses one place each from the three areas and asks the students, “What kinds of transportation do you think are there in these places?”</p> <p>The students express their ideas based on</p>	5		The teacher should choose the characteristic places.

<p>their travel experience and knowledge gained from books.</p> <p>The teacher explains the main transportations:</p> <ul style="list-style-type: none"> ● Road transportation including car, bus, etc. ● Water transportation including ship ● Sky transportation including airplane <p>The students research each transportation system of Myanmar.</p> <p><i><Example></i></p> <ul style="list-style-type: none"> ● Road transportation: <i>Students make a map of the main road of Myanmar by group.</i> ● Water transportation: <i>Students check the main seaports of Myanmar and the travel courses. Then they make a map for water transportation of Myanmar.</i> ● Sky transportation: <i>Students check airports of Myanmar and the flight courses. Then, they make a map for sky transportation of Myanmar.</i> <p>The students observe the maps of transportation and find the characteristics of the three areas.</p>	<p>5</p> <p>35</p> <p>10</p>	<p>Information on road transportation, water transportation and sky transportation.</p>	<p>This activity is better to be conducted by group and each group research one transportation system.</p>
<p>The students write short reports about the characteristics of transportation systems of the three areas.</p>	<p>10</p>		<p>The report will be one page and should explain the characteristics of the three areas clearly.</p>

Assessment

What are the key issues in this lesson?

- Main characteristics of three topographical areas (Climatic and topographical condition, industry, and transportation, etc.)

How do you assess the performance of children?

- **Short essay**
Teachers give children a short essay about three different areas. Children write essays in consideration with different characteristics of these areas.
- **Observing children’s performance during lessons**
Teachers carefully observe children during lessons and check their performance by using the “**Checklist of Children’s Performance**” shown in the assessment section of lesson 2.

Lesson 5 (Case Study I): People's Living in Central Plain Area

General Objectives

- (1) Children understand the regional characteristics and people's lifestyle of the three meteorological regions, the Central Plain Area, the Coastal Plain Area and the Mountainous Area.
- (2) Children develop a great interest in various regions and develop the ability to research those regions by themselves through the experience of data collection, data analysis and reporting in the case study of this chapter.

Specific Objectives

- (1) Children are able to explain clearly the characteristics of Kyaukse, which is one of the main cities in the coastal plain area. Children are also able to explain the local lifestyle through the process of collecting, arranging and analyzing information about Kyaukse.
- (2) Children are able to discuss the future direction and development of Kyaukse based on the collected information.
- (3) Children develop a great interest in other areas and towards researching those areas by themselves.

Lesson Planner**1st period** (*See the examples of lesson plan)

This period of lesson is like an introduction of this Kyaukse case study. First teachers introduce children to the "Elephant Festival," which is famous festival in Kyaukse and has a long history. From the issue of the "Elephant Festival," children know the historical tale of King Anawrahta who was the first king of Myanmar Empire.

It is very important for teachers to motivate children to learn about Kyaukse in this period of lesson. It is recommended that teachers collect various information of Kyaukse and the "Elephant Festival," besides the information in this Teacher's Guide.

2nd, 3rd and 4th periods (*See the examples of lesson plan)

The main issue of these periods of lesson is to know that there is full of green in Kyaukse though it is located in the dry area, because canals spread across the town. At the beginning, children analyze annual temperature and rainfall of Kyaukse, compared with those of their local area (taking an example of Yangon in this lesson plan). Then children guess, based on the climatic information, what kind of scenery Kyaukse has.

After guessing the scenery of Kyaukse, children confirm the real situation of Kyaukse by looking at pictures of Kyaukse. In addition, children learn that canals play an important role for creating such a condition of the town.

5th, 6th and 7th periods (*See the examples of lesson plan)

The main issue in these periods of lesson is agriculture in Kyaukse. In the previous periods, children learnt that Kyaukse has a lot of water because of canals. In these periods of lesson, children will learn what kinds of agricultural products are cultivated in Kyaukse, compared with their local area (taking an example of Yangon in this lesson plan).

Note: It is the best to use statistical data of Kyaukse. However, it is not available. Therefore, statistical data of Mandalay Division is used as a substitute.

8th and 9th periods (*See the examples of lesson plan)

The main issue in these periods of lesson is the recent modernization of Kyaukse. Taking an example of the industrial zone of Kyaukse, children learn the modernization and industrialization of the area.

10th period (*See the examples of lesson plan)

This period of lesson is a conclusion part of this case study. Children write an essay about the future of Kyaukse based on what they learnt in this case study lesson.

Teachers should welcome various different opinions of children and let them present their ideas in front of the class.

Information of Kyaukse Case Study

Elephant Festival

One day, Maung Maung, one of the G4 students in BEHS No.1, Yankin, found a word of the “Elephant Festival,” when he was reading a magazine at home. He asked his parents what it is, but they were not familiar with it. So, he brought this magazine to his school and asked his teacher. The teacher by chance came from the place where the “Elephant Festival” is held and knew it very well. After Manug Maung’s question, the teacher told students in her class about this festival as a study of Social Studies.



What is the “Elephant Festival”?

“Kyaukse Elephant Festival in Thadingyut” is very famous all over the country of Myanmar. Such kind of festival where people walk in procession along the roads, through competition in playing musical instruments together with dance of big elephant toy made up of bamboo stick and paper inside which two people enter and dance, can be seen only in Kyaukse.

Though elephant donation ceremony is usually held on 14th Waxing day of Thadingyut, dance of elephant and sounds of playing musical instruments can be heard and seen in the township even at the beginning of Buddhist lent. It is collecting money for cash donation with elephant toys. Chores regarding alms for Buddha are carried out with that collected money. Elephant festival is held from 10:00 AM to 3:00 PM on that day. Audiences are over crowded. Many people from many places come and see the festival. The dance of elephant toy, beauty of toy, similarity to the nature of elephant, playing musical instruments, songs antiphonal chant, and keeping culture are let to competed among groups and champion shield is awarded. Elephant toys form villages/wards enroll at the central pavilion and take part in competition. After that they walk around Kyaukse market three times. Not only the dance of elephant toys but also the actors who play roles before the elephant toy take part so that elephant festival is very enjoyable.

The teacher explained the “Elephant Festival.” All students knew it first time and were very interested in it. However, they still have a question, “Why is the elephant festival” held in Kyaukse?” “Is there any connection between elephant and Kyaukse?” So, students discussed it and tried to find an answer.

→ **Let’s discuss why the Elephant Festival is held in Kyaukse?**

Why is the “Elephant Festival” held in Kyaukse?

Old people said, “King Anawrahta left an order of ‘The person who takes up water from the canal I established must donate a couple of elephant, red and white, to the pagoda I founded.’” According to the order of the king, the villagers who took up the water from dam donated elephant toys to the pagoda on the day before full moon day of Thadingyut. Starting from that, elephant festival has been held yearly.

In addition, the mountain behind the pagoda looks like the back of elephant. Therefore, Kyaukse is known at the town of elephant. There are now many statues of elephant across the town.



Monastery’s roof



Statue in the entrance of Kyaukse City



Statue in the city

King Anawrahta's Efforts in Kyaukse

Kyaukse is situated in the central Myanmar, which is the dry area. During hot season, temperature always reaches over 30 centigrade. Although it is coolest season, temperature still keeps around 18-25 centigrade. In addition, Kyaukse has a little rain fall year around. Although the amount of rainfall reaches more than 200 millimeter in May, August and November, it is less than 100 millimeter in the most of months.

→ Let's compare temperature and rainfall in Kyaukse with those in Yangon.

Than Zhin's findings

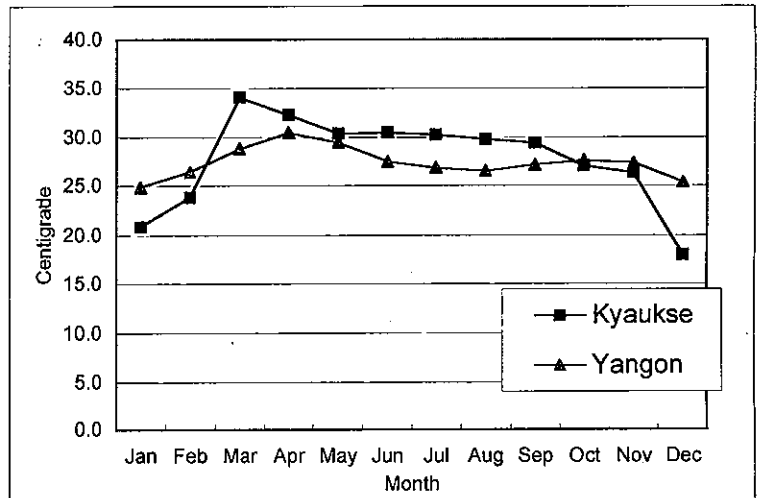
Temperature in Kyaukse is higher than that of Yangon, especially between April and October. On the other hand, Kyaukse is cooler than Yangon between November and March. Kyaukse has only small amount of rainfall year around. Compared with Yangon, it is further smaller amount.

→ Let's discuss what kind of scenery Kyaukse has.

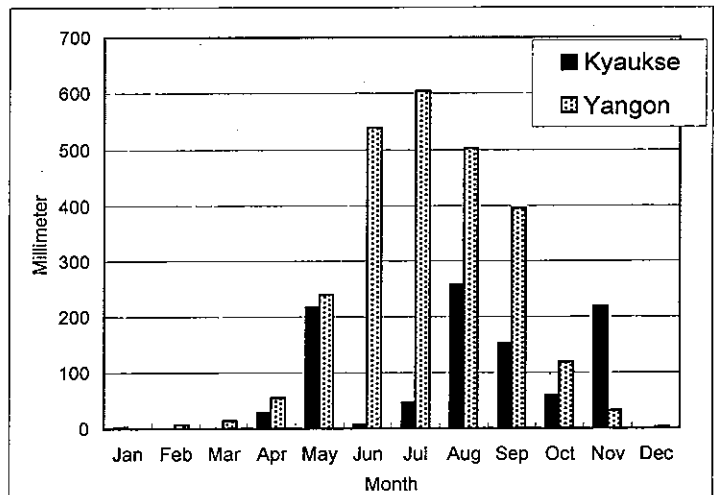
Maung's image of Kyaukse

Kyaukse must be hot and dry. It must be like Bagan. There are a few trees and agricultural fields.

Annual Temperature of Kyaukse and Yangon



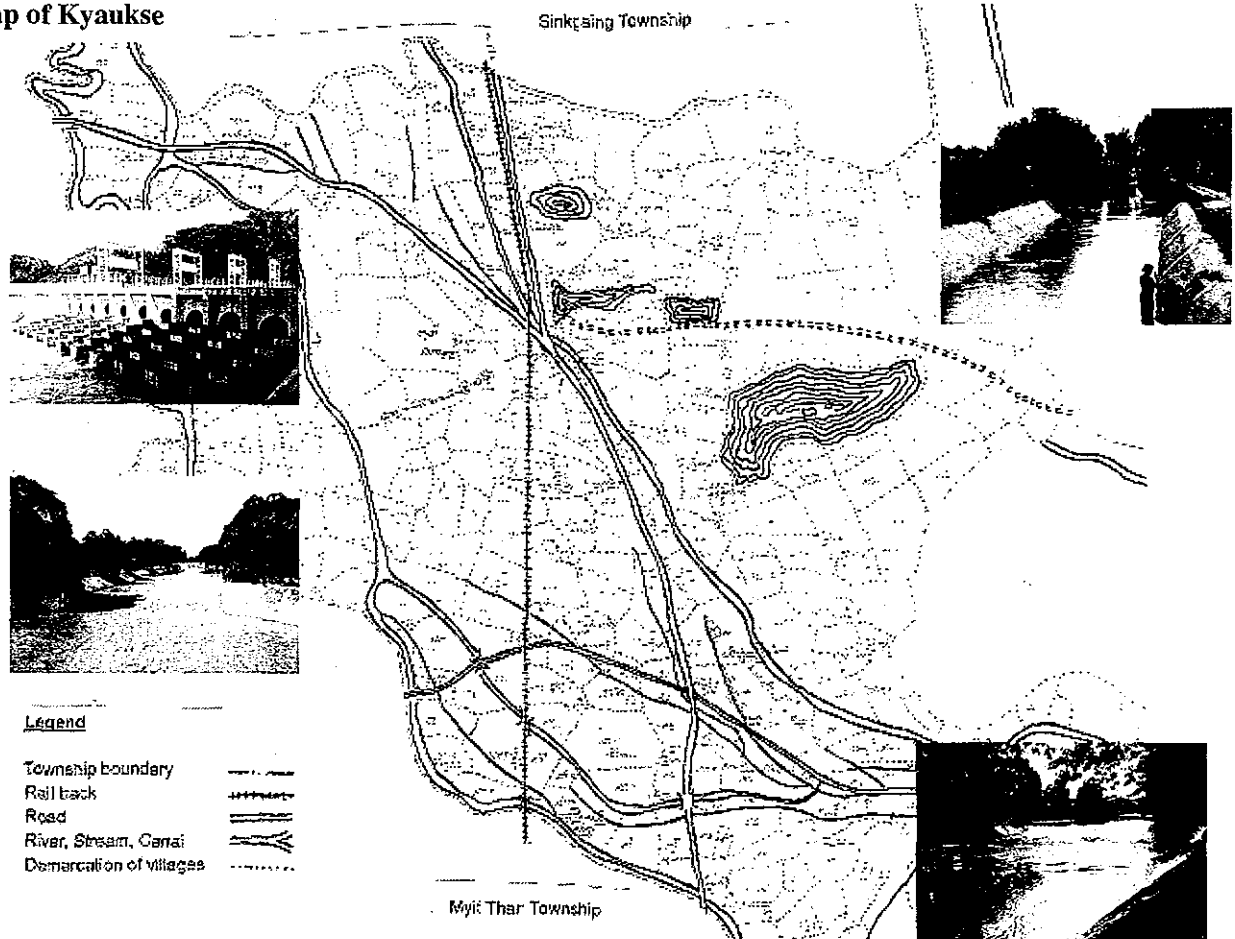
Annual Rainfall of Kyaukse and Yangon



There are many trees and plants in Kyaukse. Paddy fields widely spread out the west part of the area. Some people call Kyaukse "Green town." In this area, it is very hot and dry. However, canals have been highly developed and spread across the township. These canals were originally constructed by King Anawrahta to develop the area as agricultural supply base to Bagan. Recently these canals have been renovated and still play an important role in the area. People use water in the canals mainly for an agricultural purpose.



Map of Kyaukse



Legend

- Township boundary
- Rail track
- Road
- River, Stream, Canal
- Demarcation of villages

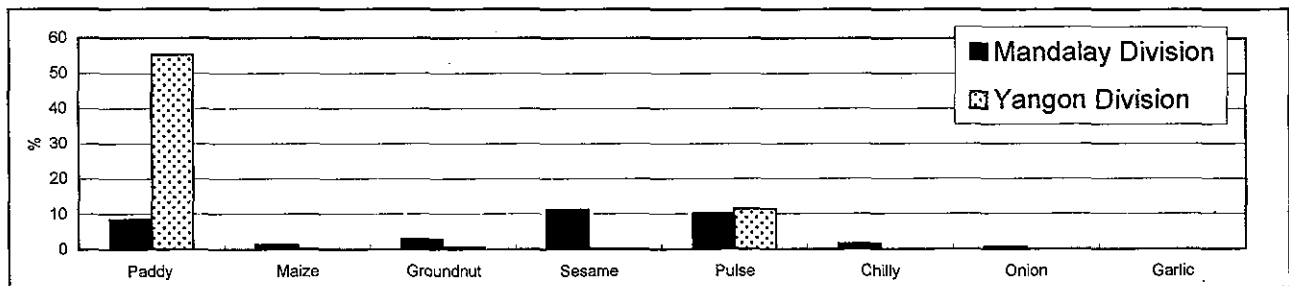
► **Let's confirm canals on the map of Kyaukse.**

By using water in the canals, agriculture has been highly developed in Kyaukse. People produce various kinds of crops, such as rice, maize, groundnut, sesame, pulse, chilly, onion, garlic, etc. In markets in Kyaukse, many kinds of vegetables and foods are sold and there are always many people to buy them.

► **Let's make graphs for amount of various agricultural productions in Kyaukse and Yangon and compare them.**

Sown Land/Total Size of Division (2000-2001) (%)

	Paddy	Maize	Groundnut	Sesame	Pulse	Chilly	Onion	Garlic
Mandalay Division	8.55	1.29	2.97	11.32	10.18	1.51	0.65	0.03
Yangon Division	55.24	0.09	0.65	0.20	11.46	0.06	0.001	-



Recent Development of Kyaukse

Cho Cho Oo found several unique marks on the map of Kyaukse during the lesson. She asked her teacher what they are. The teacher asked all students in her class, "What do you think are they? Please think about it." Several students expressed different answers such as ponds, hills, forests, golf courses etc. After listening to students' opinions carefully, the teacher asked students again, "Please remember the beginning of this lesson. What festival is held in Kyaukse? Why does Kyaukse hold such a festival?" All the students recalled the prior lesson and remember the "rocky mountain" like an elephant. Then the students realized that these unique marks indicate "mountains."

Mountains in Kyaukse

There are several mountains or hills in Kyaukse. These mountains are rocky and are made of limestone. Limestone dissolves in water easily. In areas covered with limestone, caves which are made for long time period are usually observed.

Limestone is widely used for construction purposes because of its characteristic of easily dissolving in water. In Kyaukse, three government-owned factories were recently built in the eastern part of the area in order to produce industrial materials. In addition, other factories were also built in this area. Now this area is been developing as the industrial zone of Kyaukse.



→ **Let's think what is produced by using limestone.**

Modern "industrial zone" of Kyaukse

In the eastern part of Kyaukse near the Shan mountain range, there is an area where many modern factories are concentrated. We call it the "industrial zone." Currently there are three cement factories and other factories are producing sewing machine, shoes, bicycle, plastic, and candy. In this industrial zone, a technical school is attached and is offering training courses to produce skilled labor for the factories. This industrial zone now continues to be expanded and new factories for producing iron ball, blanket and flat stone will be established in the near future.

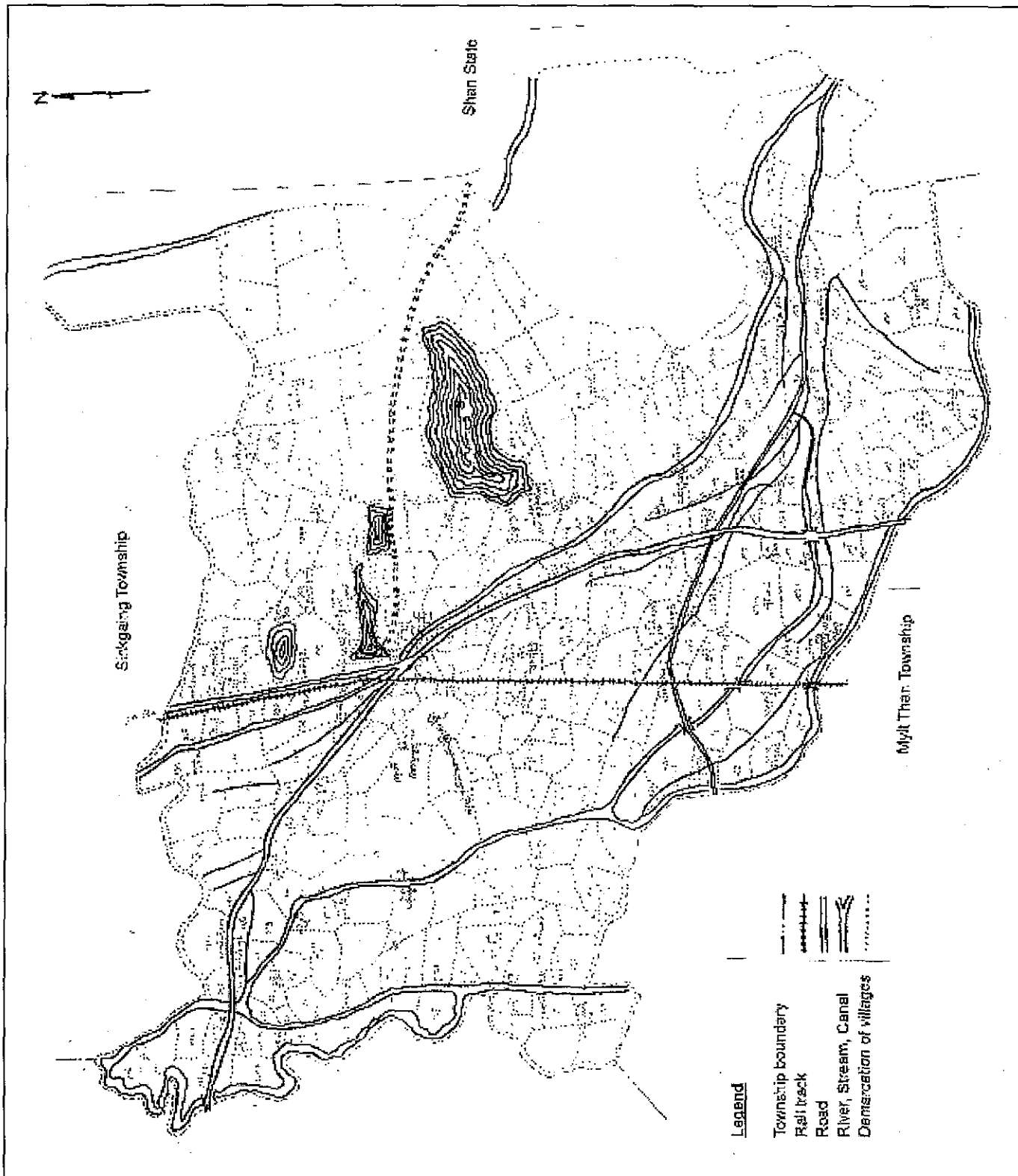
The industrial zone is now bringing a big impact in this area and may change the situation of the area in the future.



→ **Let's discuss what impact the industrial zone brings in Kyaukse and how Kyaukse may change its situation in near future.**



Blank Map of Kyaukse



Examples of Lesson Plan

1st to 7th Periods:

Specific Objectives


(1) Children are able to explain clearly the characteristics of Kyaukse, which is one of the main cities in the central plain area. Children are also able to explain the local lifestyle through the process of collecting, arranging and analyzing information about Kyaukse gained from various sources.




Teaching / Learning Materials

- A picture of the “Elephant Festival”
- A picture of the mountain
- Pictures of various elephant signs
- Map of Myanmar
- Graphs of annual temperature and rainfall of Kyaukse and Yangon
- A picture of Kyaukse
- A map of Kyaukse
- Pictures of canal
- Map of wider area covering Kyaukse, Mandalay, the part of Shan State
- Graph showing ratios of sown land for various crops in Mandalay Division and Yangon Division


Teaching / Learning Procedure


(1st Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>A teacher asks students about the “Elephant Festival.”</p> <p>The teacher then shows them a picture of the “Elephant Festival” and explains about it.</p>	10	<p>Picture of the “Elephant Festival”</p> <div style="text-align: center;">  </div>	
<p>The teacher asks students, “Why is the “Elephant Festival held in Kyaukse”?</p> <p>Students discuss this question and express their own ideas.</p>	15		<p>It is better that this discussion is conducted by group.</p>

<p>The teacher explains the reason why the “Elephant Festival” is held in Kyaukse.</p>	<p>10</p>	<p>Picture of the mountain</p> 	<p>Pictures of various elephant signs</p>  
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(2nd, 3rd and 4th Periods)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>Students check the location of Kyaukse on the map and guess its climatic condition by recalling the previous lessons.</p> <p><i>Ex.</i> <i>Kyaukse is situated in the dry area. It is hot and dry year round.</i></p>	<p>10</p>	<p>Map of Myanmar</p>	
<p>The teacher shows graphs of annual temperature and rainfall of Kyaukse and their local area (Yangon in this lesson plan).</p> <p>Students compare annual temperature and rainfall of Kyaukse with those of Yangon and find differences between those two cities' climatic conditions.</p> <p>Students guess what kind of scenery Kyaukse has, based on the information of annual temperature and rainfall.</p> <p><i>(Note: It is expected that students guess that Kyaukse is like Bagan, which is very dry and hot with few trees.)</i></p>	<p>15</p>	<p>Graphs of annual temperature and rainfall of Kyaukse and Yangon</p>	<p>If it is difficult for students guess the scenery of Kyaukse, it is a good way to use some pictures such as “Rainforest,” “Desert,” “Warm forest.”</p>
<p>The teacher explains the scenery of Kyaukse by showing a picture.</p> <p><i>Ex. There are many trees and plants in Kyaukse.</i></p>	<p>15</p>	<p>Picture of Kyaukse</p> 	

<p><i>Paddy fields widely spread out the west part of the area. Some people call Kyaukse "Green town."</i></p> <p>The teacher shows students the map of Kyaukse and ask them, "Although it is hot and has little rainfall year round, why does Kyaukse have many tress and is called "Green town"?"</p> <p>Students discuss this issue by group with observing the map of Kyaukse. <i>Ex.</i> <i>There are something like river (canal) in the town. A large amount of water are always supplied from those canals.</i></p> <p>Each group presents their own ideas.</p>	<p>10</p> <p>10</p>	<p>Map of Kyaukse</p>	
<p>The teacher explains the reason why Kyaukse has a lot of greens by using the map by using the map.</p> <div style="text-align: center;">  </div>	<p>35</p>	<p>Map of Kyaukse</p> <p>Pictures of canal</p>	<p>The teacher should explain clearly the highly developed canal system across the town.</p> <p>The teacher should discuss the following points with students.</p> <ul style="list-style-type: none"> ● Canals spread across the town ● Canals were originally developed by King Anawrahta because he wanted to develop Kyaukse as food supply base to Bagan.

(5th, 6th and 7th Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>The teacher distributes the map of Kyaukse to students.</p> <p>Students color the canals on the map in order to confirm that the canals spread across the town.</p>	<p>15</p>	<p>Map of Kyaukse</p>	

<p>The teacher shows students a map showing wider area of around Kyaukse and explains that the source of the water of canal. <i>Ex.</i> <i>Zawgyi river</i></p>	<p>20</p>	<p>Map of wider area covering Kyaukse, Mandalay, the part of Shan State.</p>	
<p>Students discuss by group what crops are produced in Kyaukse and list up the kinds of crop. <i>Ex.</i></p> <ul style="list-style-type: none"> ● <i>Rice</i> ● <i>Maize</i> ● <i>Groundnut</i> ● <i>Sesame</i> ● <i>Pulse</i> ● <i>Chilly</i> ● <i>Onion</i> ● <i>Garlic, etc</i> 	<p>30</p>	<p>(Real agricultural products, if possible)</p>	<p>The teacher should let students recall the previous lessons.</p>
<p>The teacher shows a graph showing ratios of sown land for various crops in Mandalay Division and Yangon Division and lets students compare Mandalay with Yangon.</p> <p>Students compare the ratios of sown land for various crops in Mandalay Division with that of Yangon Division.</p>	<p>15 15</p>	<p>Graph showing ratios of sown land for various crops in Mandalay Division and Yangon Division</p>	<p>Using statistics of Kyaukse and Yangon is the best, but these are not available. Here statistics of Mandalay Division and Yangon Division is used instead.</p>
<p>The teacher reviews this lesson again with students briefly.</p>	<p>10</p>		<p>The teacher should review this lesson by asking students some questions. The reviewing points are:</p> <ul style="list-style-type: none"> ● Canal has been playing an important role in Kyaukse. ● Because of canals, agriculture has been highly developed in Kyaukse.

8th to 10th Periods:

Specific Objectives


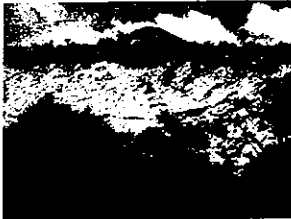
- (2) Children are able to discuss the future direction and development of Kyaukse based on the collected information.
- (3) Children develop a great interest in other areas and towards researching those areas by themselves.

Teaching / Learning Materials

- A map of Kyaukse
- A picture of mountain located on Kyaukse
- Pictures of the industrial zone in Kyaukse
- A map of Kyaukse
- An article about the “Modern Industrial Zone of Kyaukse”


Teaching / Learning Procedure

(8th Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>The teacher asks students, “What does the mark stand for on the map”?</p>  <p>Students think about it and express their ideas. <i>Ex. Mountains (or hills)</i></p>	5	Map of Kyaukse	
<p>The teacher shows a picture of the mountain located in Kyaukse and asks students a question as following: “We can see rock of this mountain obviously. Trees may have been cut and the side of the mountain may have been shaved by people. Why did people do it?”</p> <p>Students discuss by group this issue. <i>Ex. This mountain is made of limestone, which is widely used for industrial purposes. Therefore, people shaved the part of the mountain to get limestone.</i></p> <p>Students think for what limestone is used. <i>Ex. To produce cement</i></p>	5 10 10	<p>Picture of mountain located on Kyaukse</p> 	<p>If it is difficult for students to figure out the answer of for what limestone is used, the</p>

			teacher can prepare a description paper about limestone and distribute them.
The teacher explains that modern industry is been establishing in Kyaukse recently and cement industry is one of them.	5		

(9th Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>The teacher shows pictures of the industrial zone in Kyaukse and explains its location on the map</p> <p>Students check the location of the industrial zone on the map.</p>	<p>10</p> <p>5</p>	<p>Pictures of the industrial zone in Kyaukse</p> <p>Map of Kyaukse</p> 	
<p>The teacher distributes an article about “Modern Industrial Zone of Kyaukse.”</p> <p>Students read it individually and discuss the following issues:</p> <p>(1) What kinds of industry are currently started in the industrial zone?</p> <p>(2) What kinds of industry will be established in the near future?</p> <p>(3) For what purpose were a school attached with the industrial zone?</p>	15	Article about the “Modern Industrial Zone of Kyaukse”	
The teacher assigns students writing an essay about Kyaukse’s future.	5		

(10th Periods)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>Each student presents his (or her) essay in front of the class.</p> <p>The teacher gives some comments to each essay.</p>	35		

Assessment

What are the key issues in this lesson?

- Development of agriculture in Kyaukse
- Development of modern industry in Kyaukse

How do you assess the performance of children?

● **Essay question**

At the end, children was assigned to write essays about the future of Kyaukse. This assignment will be the major assessment material. By checking children’s essay, teachers can confirm their levels of understanding of this lesson.

● **Observing children’s general performance during lessons**

Teachers observe children carefully during lessons and check their performance by using the “**checklist of children’s performance**” shown in the assessment section of lesson 2.

Let’s Get More Ideas

Elephant dance and ceremony of offering elephant in Kyaukse

The chronicle of Kyaukse and the age of Bagan were related to each other. Kyaukse was very famous in the age of Bagan. Kyaukse is the granary of Bagan especially in the reign of King Anawrahta of the first Myanmar Empire. Kyaukse Ledwin Koekharei was well known.

Mountains situated in Kaukse District are Shwe-tha-lyaung, Minmwe, Shwe-taung-hti, Kalar-kyau, Dattaw, Hmyanpya, Than-daw-mywat, Taung-paung-chaung, Nwaku and Kyeni.

When a female white elephant carrying the replica of left tooth relics of Lord Buddha that was carried reverently from Thiho on her back was set free after the people’s vow, she firstly lay at the third terraces of Shwezegon Zedi so people made a replica of tooth relics and enshrined inside Shwezegon Zedi.

The elephant was set free again after putting the replica of tooth relics on her back, she rest on the mountain named Tantkyitaung. Another replica was formed when taking the vow about to enshrine. This replica was enshrined and the elephant was let carry on going and replicas were formed, one at the Lawkananda Jetty and one at the tip of Tuywin Mountain respectively. After that the elephant climbed up to the summit of Thalyaung Mountain in Kyaukse and rest there for a while and went on to the Khayway Mountain so that King Anawrahta established two Zedis, one on Thalyaung Mountain and another on Khayway Mountain. The Zedi built on Tha-lyaung Mountain (now, known as Shwe-tha-lyaung) was given the title of Shwe-tha-lyaung and this name has been last until now. The people in Kyaukse make the toys of elephant and offer to

the pagoda in order for the memorial of elephant while holding the ceremony of offering Swandawgyi (food offering to the Buddha) on the full moon day of Thadingyut every year according to the vow of King Anawrahta. In this case, the toys of elephant were originally small elephant toys called golden elephant, silver elephant etc, in the past. Gradually, they made the toy of elephant in recumbent position. This toy was put on a litter and four men carried the litter on their shoulder. Again, they have modified toy-making technology so as to make the big toy of standing elephant inside which two men can enter and move to dance. The toys of standing elephant are classified into traditional elephant toy and spangle elephant toy. The spangle elephant toy has been well known as the elephant that is the contestant for beautiful dance in Kyaukse.

The elephant toys that are used in the ceremony of worshipping with elephant dance on 14th Waxing day of Thadingyut and in the ceremony of offering elephant toys at the summit of Shwethalyaung Mountain on the full-moon day of Thadingyut have to be ordered at the elephant toy makers in advance.

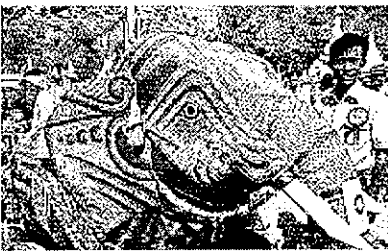
On the appointed date after ordering at the elephant toy makers, they go and take the delivery of elephant toy through playing musical instruments like Doebutt (short drum) and dancing happily. Two men enter inside the body of toy elephant and carry it together with elephant keepers. When they carry the toy of elephant, they usually take the offertories consisting of hands of bananas, coconut, etc decoratively arranged in receptacles. When the orchestra of Doebutt plays the tune of paying obeisance, the elephant toy has to pay obeisance three times. After that, the elephant does the graceful dance and lively dance set to the quick-time music according to the tune of Doebutt and left toy maker's home.

There are famous elephant toy makers in Kyaukse. They are very skillful in making elephant toy. The materials contained in making elephant toy are bamboo, a kind of coarse paper made from paper mulberry pulp from Shan State, Indian gold colored paper, wood (to make tusk), cloth (to make trunk, foot and tail), eye made of glass, marble, slippers made of car tire, iron wire, black paint, white glue etc. It was known that the name of toy maker was written on the ears of elephant in order to be easy to know the name of maker before.

Elephant dance and ceremony of elephant donation is usually celebrated on 14th Waxing day of Thadingyut and it has to enroll at the central pavilion and contest of elephant dance is held on the same day. The elephant toys of 1st, 2nd, 3rd and special prizewinners are awarded and then they walk in procession around the town through dancing and entertaining people on the way.

The next day, the full-moon day of Thadingyut, they climb up the Shwethalyaung Mountain and celebrate the ceremony of elephant donation every year.

Kyaukse elephant dance and elephant donation ceremony that was related and derived from the Age of Bagan have been famous not only in Myanmar but also on the world. It was known that the Kyaukse elephant dance was performed in Singapore recently.



Various styles of elephant



Various styles of elephant



The master leads the dance

Lesson 5 (Case Study II): People's Living in Mountainous Area

General Objectives

- (1) Children understand the regional characteristics and people's lifestyle of the three meteorological regions, the Central Plain Area, the Coastal Plain Area and the Mountainous Area.
- (2) Children develop a great interest in various regions and develop the ability to research those regions by themselves through the experience of data collection, data analysis and reporting in the case study of this chapter.

Specific Objectives

- (1) Children are able to explain clearly the characteristics of Falam, which is one of the main cities in the mountainous area. Children are also able to explain the local lifestyle through the process of collecting, arranging and analyzing information about Falam gained from various sources.
- (2) Children are able to discuss the future direction and development of Falam based on the collected information.
- (3) Children develop a great interest in other areas and towards researching those areas by themselves.

Lesson Planner

1st period (*See the examples of lesson plan)

This period is the introduction of this case study. To motivate children, a teacher uses a letter which Huleeng Mawita (Falam girl) wrote. In this letter, the students find an issue they will deal with in the following lessons. This lesson plan begins to discuss the issue of "Thisop." The children will be interested in "Thisop" and will research it in detail: "What is 'Thisop'?"

2nd and 3rd periods (*See the examples of lesson plan)

The main issue in these periods of lesson is that children understand the situation of Falam, especially the geographical situation. First the teacher show children some pictures indicating the situation of Falam. Based on these pictures, children make their images of Falam. It is expected that children make their image as follows:

- (1) There are many slopes and not large flat areas.
- (2) It seems much colder.

Once children have an idea of (2), the teacher show graphs of annual temperature and rainfall of Falam. Children observe these graphs carefully by comparing with those of Yangon and find out the fact that Falam is much colder and has much less rainfall than Yangon.

4th and 5th periods (*See the examples of lesson plan)

The main issues in these periods of lesson are that children understand underdeveloped agriculture in Falam and its reasons. The children first analyze agricultural data (of Chin) and find out underdeveloped agriculture of Chin State. Then the children read the "Information of Falam (I)" and find out the reasons why Chin State cannot develop agriculture.

6th and 7th periods (*See the examples of lesson plan)

In these periods of lesson, people's life of Falam is the main issue to discuss. By using the "Information of Falam (II) and (III)," children will learn the issues of

water, electricity of Falam, which is the lifeline of our life. Then, people's main economic activities and resources of income will be discussed by group.

8th period (**See the examples of lesson plan*)

The main issue of the period of lesson is cultural heritage of Chin State as well as Falam. Children should understand that although people's life is difficult in Falam, people have tried to overcome such obstacles to survive and still keep their colorful traditional heritage. Children learn Chin's tradition through this period of lesson and think about a question, why can they still keep their traditional culture including their own local languages.

9th and 10th periods (**See the examples of lesson plan*)

Based on what children learnt during lessons, including the wonderful facts (ex. Diverse cultures and traditions) and difficult situations (ex. Underdeveloped economic activities), children think about the future development of Falam. "How can people overcome various difficulties and make their lives easier?"

Information of Falam Case Study

Missing the “Thisop”

Huleeng Mawita came to Yangon just six months ago because of her father’s job transfer. She was born and grew up in Falam, Chin State. She started to study in G4 of BEMS No.4, Yankin since her moving into Yangon. One day, her teacher assigned all students to write a letter to your family in a Social Studies lesson. She wrote a letter her grandmother who is still staying in Falam to tell her situation in Yangon.



In her letter, she wrote about “Thisop.” All students have never heard of it. They became interested in “Thisop.” Then, the students in her class decided to research what is “Thisop” and why people in Falam eat it. First, they collect information of “Thisop” by interviewing Huleeng Mawita and other people from Falam.

Huleeng Mawita’s letter to her grandmother in Falam



Dear My grandma,

How are you? Since I came to Yangon, I have had a lot of friends and am enjoying talking and playing with them. What I was surprised most is a lot of cars on the street of Yangon. I have never seen such many cars in Falam.

By the way, I miss you and Falam a lot. In addition, I miss “Thisop.” Here I cannot find “Thisop,” which we had always eaten for lunch. I wonder why people in Yangon do not eat “Thisop.”

→ **Let’s collect information of “Disop”.**

After their research, they got a lot of information of “Thisop.” The students made a report about “Thisop,” based on their collecting information. The report is the follows:

Unique Meal, “Thisop”

“Thisop” is widely eaten in Chin State. However, people call it different names in different places. For example, Hakha people call it “Sabuti.” “Thisop” is corn soup. First, fresh corns are dried up by hanging on the ceiling of their houses for a while, usually spending one year. After drying them up, people takes fruits from the stem and pound them in a mortar. At that time, don’t pound them completely. It is the best that there are still many lumps of corn in a mortar. Pounding usually takes 20 to 30 minutes. Then, only lumps of corn are separated from corn powder (corn powder is pig’s food). These lumps of corn are put in a pot filled with water. At the same time, vegetable (onions and peas) and meat can be put together with corn. It will be boiled for about two hours. After boiled, “Thisop” is completed.



Drying up corns



Pounding corns



Selecting lumps and powder

Why do people eat "Thisop"?

Although students knew what "Thisop" is through interview and various articles, they still have a big question, "Why do people in Falam (or Chin State) often eat "Thisop"?" Therefore, the students continued researching the situation of Falam.

Next day, Huleeng Mawita brought some pictures of Falam to the class. All the students were really surprised at those pictures. In those pictures, all houses are built on very steep slops with support by several pillars. There are no flat areas. There are no wide areas.



In addition, all the people in the pictures wore thick jackets. All of what students saw in the pictures is totally different from the situation of Yangon.

Maung's memo (1)

Falam is situated on the very steep slope of the mountain. There are no lands and no flat areas. Moreover, it looks cold in Falam. Is it a good condition for producing crops? I do not think so.



To confirm his hypothesis (Falam looks cold), Maung looked at annual temperature and rainfall of Falam and compared it with those of Yangon.

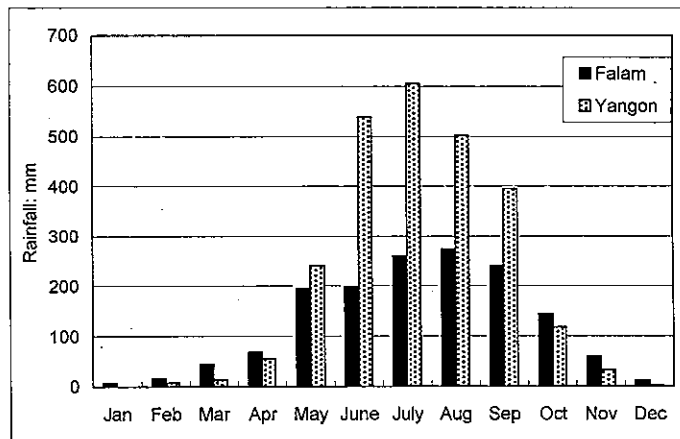
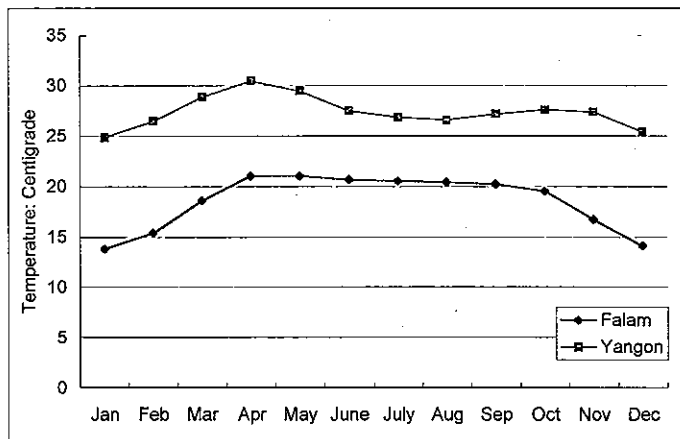
Let's compare climatic situations of Falam with those of Yangon.

Maung's memo (2)

I found some important characteristics of Falam.

- (1) Falam is much colder than Yangon. It is 21 centigrade even in highest temperature. It is 13-14 centigrade in winter.
- (2) Falam has less rain than Yangon.
- (3) Falam is situated on very steep slops.
- (4) Falam does not have enough area.

Based on the findings, I think that producing crops is very difficult in Falam. Of course, rice is highly difficult to cultivate here. Therefore, only crops like corn are produced in Falam. People in Falam, especially villagers usually eat "Thisop" as main food.



Agriculture in Falam

The students have clear images of Falam through their researches. Maung and the other students realized that it is very difficult to cultivate crops including rice so that people in Falam eat "Thisop," which is mainly made of corn and corn is one of the few crops growing in such a difficult condition. To confirm this idea, all the students looked at agricultural statistics of various products. In addition, some students asked the Department of Agriculture about Falam's agricultural situation.

Sown Acreage of Selected Crops (Unit: Acre, 2001)

	Paddy	Wheat	Maize	Groundnu	Sesame	Pulse	Chilly	Onion	Garlic
Chin	106,382	220	69,723	2,133	5,843	17,975	1,857	608	548
Mandalay	782,349	28,465	117,658	271,680	1,035,753	931,182	138,228	59,645	2,378
Yangon	1,388,413	-	2,370	16,382	4,968	288,114	1,549	13	-

Source: Ministry of National Planning and Economic Development, "Statistical Yearbook 2001"

→ **Let's find some characteristics of agriculture in Chin State from the above statistics.**

Than Zin's memo

Compared with Yangon Division (the costal area) and Mandalay Division (the central plain area), agriculture in Chin State is not developed at all. Only little amount of crops is produced. Among these crops, relatively speaking, maize and bean are cultivated largely.

Htay Htay Han's memo

The reasons why Falam's agriculture is underdeveloped:

- (1) Cold weather
- (2) Shortage of land
- (3) Infertile soil
- (4) Shortage of water

→ **Understand the difficulties of life in Falam.**

Information of Falam (I)

(From Department of Agriculture)

In Falam, it is very difficult to develop agriculture. There is little flat place because Falam is situated on the steep slopes. It is difficult to get water because it is situated on the high mountain. In addition, even when it is rain, the water cannot stay in the soil. When it is heavy rain, the soil which covers only a few inches above the rock is easily eroded. Therefore, Falam people cultivate mainly maize and pulse on the highly limited condition.

Most crops (ex. rice, vegetable and spice) come from the outside of Falam, such as Kalaymyo located on the foot of the Chin mountain. Not only agricultural products but also many commodities come from the outside. Therefore, the price of the commodities is very high in Falam.



Soil in Falam



Soil in Yangon

People's life in Falam

During the previous lessons, the students realized the difficulty of life in Falam. People cannot cultivate various crops and must buy them from the outside of Falam, which makes the price high. Now the students became more interested in the issue how people live in Falam. The students have many questions about this issue.

Than Than Aye's questions

- Do people have enough water for drinking and cooking?
- Is there electricity?

Zaw Weik's questions

- What kinds of occupation do people have?
- How do people get income to live everyday?

→ **Let's discuss the above questions.**

Information of Falam (III)
(From Department of Agriculture)

Farmer's population in Falam is not large because of underdeveloped agriculture. Most people in Falam are engaged in the government services, such as officers and teachers. Besides that, other people run small shops and restaurants.

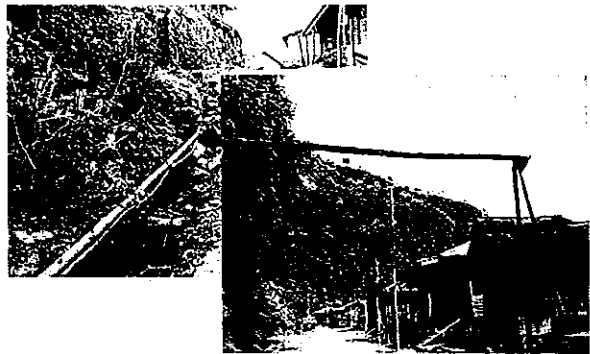
To support their households, many people grow cash crops (chilly, tamarind, ginger, abogado, etc.) in their owned tiny land, take care of pigs and chickens in their house, and sometimes weave traditional cloth. These vegetables, animals and cloth are mostly sold to get cash, but are sometimes consumed for themselves.

In addition, it is the common phenomenon that youths in Falam go outside to work and send money to their family.

→ **Let's discuss again the living situation in Falam.**

Information of Falam (II)
(From Department of Agriculture)

People in Falam get water mainly from streams. Water in streams is carried to each house by using pipes. So, you can see many pipes on the sidewalks and above your head. However, water is not enough for people's living.



There is an electric power plant near Falam. Therefore, electricity is available in the town. However, it is not enough. It is usually cut during the midnight. In addition, it is often cut all day when water level becomes low, especially April and May.



Traditional Culture of Chin State

After understanding Falam people's way of living, the students became more and more interested in Chin State as well as Falam. One day, Myanmar TV broadcast the documentary show about Chin culture. Many students watched this show. Next day every student talked about it excitedly. Lastly the teacher dealt with the culture of Chin State as a conclusion of this case study.

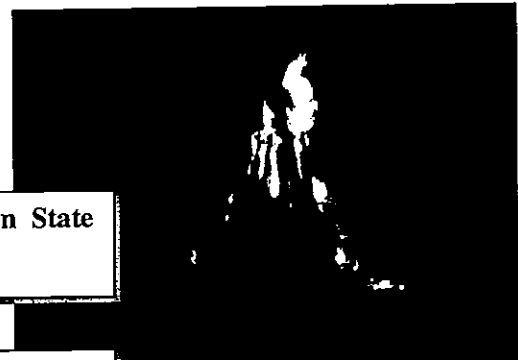
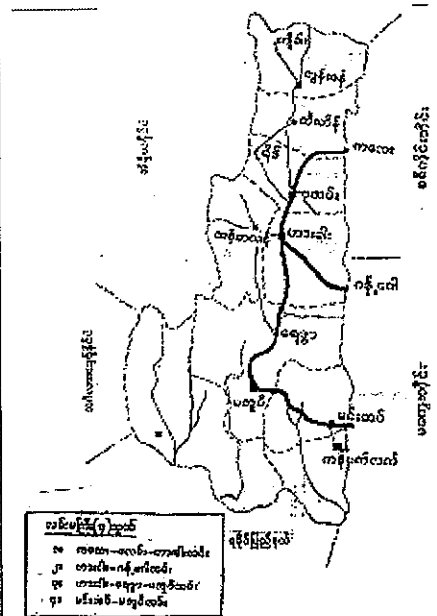
First, Than Than Aye explained her impression on that TV show with its brief outline as follows:

Than Than Aye's explanation

I was so impressed on variety of Chin State. In the previous lessons, I learnt that people in Falam (also Chin State) face many difficulties, such as foods, water and electricity. However, after watching the TV show, I had another different images of Chin State.

According to the TV show, Chin State is 3.5 times larger than Yangon Division, but its population is only one eleventh of Yangon. Chin State consists of nine townships and three sub-townships. Each area has different tradition, custom and culture. For example, people wear different costumes by area. People use different languages by area. People keep their own traditional songs and dances.

I am wondering why people in Chin State still have such variety of culture and language.



→ Let's discuss the reasons why people in Chin State have such variety of culture and language.

→ Let's discuss future direction of development in Chin State including Falam.

Examples of Lesson Plan

1st to 8th Periods:

Specific Objectives

- (1) Children are able to explain clearly the characteristics of Falam, which is one of the main cities in the mountainous area. Children are also able to explain the local lifestyle through the process of collecting, arranging and analyzing information about Falam gained from various sources.
- (3) Children develop a great interest in other areas and towards researching those areas by themselves.

Teaching / Learning Materials




Huleeng Mawita's letter
 Picture of Falam
 Information of "Thisop"
 Picture of "Thisop"
 Pictures of Falam town
 Graphs of temperature and rainfall of Falam and Yangon
 Agricultural data of sown acreage of selected crops
 Information of Falam (I)
 Information of Falam (II)
 Information of Falam (III)
 Pictures (water supply, weaving, producing cash crops, and raising pigs)
 Than Than Aye's explanation

Teaching / Learning Procedure

(1st Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
A teacher shows Huleeng Mawita's letter to her grandmother in Falam and a picture of Falam. Students read the letter and discuss their impression.	10	Huleeng Mawita's letter Picture of Falam	
The students discuss "Thisop." -What are "Thisop"?	20	Information of "Thisop" Picture of "Thisop"	The teacher prepares various information of "Thisop" to give the students.
The teacher assigns the students to ask your parents and relatives about "Thisop" and get more information.	5		

(2nd and 3rd Periods)



Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>The teacher shows the students three pictures of Falam.</p> <p>The students express their ideas of Falam. <i>Ex. According to pictures, it is expected that students express that it may be cold in Falam.</i></p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>	15	Pictures of Falam	
<p>The teacher shows graphs of temperature and rainfall of Falam.</p> <p>The students observe graphs and compare climate of Falam with that of Yangon, and express the climatic differences between Falam and Yangon. <i>Ex.</i> (1) <i>Falam is much colder than Yangon. There are more than 10 centigrade difference between Falam and Yangon year round.</i> (2) <i>Falam's rainfall is much less than Yangon. Even in the rainy season, the amount of rainfall in Falam is less than half of Yangon.</i></p> <p>The students arranged the information of Falam. <i>Ex.</i> (1) <i>Falam is much colder than Yangon. It is 21 centigrade even in highest temperature. It is 13-14 centigrade in winter.</i> (2) <i>Falam has less rain than Yangon.</i> (3) <i>Falam is situated on very steep slopes.</i> (4) <i>Falam does not have enough area.</i></p>	30	Graphs of temperature and rainfall of Falam and Yangon	<p>The teacher should take time to explain how to read a line graph and a bar graph.</p> <p style="text-align: right;">Maung's memo (2) will be referred.</p>
<p>The teacher picks some students to have presentations of their arrangement of information of Falam.</p>	10		

(4th and 5th Periods)


Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
The teacher distributes agricultural data to students and explains how to read it.	10	Agricultural data of sown acreage of selected crops	The teacher should explain how to read this data.
<p>The students discuss by group what they find in the data.</p> <p><i>Ex.</i> <i>In Falam, sown acreage of every crop is very small. Only sown acreage of “Maize” is relatively larger. It is very difficult for Falam people to grow various crops.</i></p> <p>The teacher distributes a copy of “Information of Falam (from Department of Agriculture)” to the students.</p> <p>Each student reads the article.</p> <p>The students review the previous information of Falam and list up the agricultural situation of Falam.</p> <p><i>Ex.</i> <i>It is very difficult for Falam people to develop agriculture, because of the following reasons:</i></p> <p><i>(1) Cold weather</i> <i>(2) Shortage of land</i> <i>(3) Infertile soil</i> <i>(4) Shortage of water</i></p>	<p>20</p> <p>10</p> <p>20</p>	Information of Falam (I)	It is very important that students realize that life in Falam is difficult.
Students have presentations of their ideas.	10		

(6th and 7th Periods)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>Based on the previous lesson, the teacher asks students, “What do you want to know more about Falam?”</p> <p>Students write their questions about Falam.</p> <p><i>Ex.</i></p> <ul style="list-style-type: none"> ● <i>Availability of water</i> ● <i>Availability of electricity</i> ● <i>People’s occupation</i> 	10		The teacher encourages students to have questions as much as possible based on the previous lesson.

<ul style="list-style-type: none"> Resources of people's income, etc. 			
<p>The teacher distributes a copy of "Information of Falam (II)."</p> <p>The students read it and discuss the following issues:</p> <ul style="list-style-type: none"> Availability of water Availability of electricity 	20	<p>Information of Falam (II)</p> <p>Pictures</p> 	<p>It is better that this discussion is conducted by group.</p>
<p>The teacher distributes a copy of "Information of Falam (III)."</p> <p>The students read it and discuss the following issues:</p> <ul style="list-style-type: none"> People's main occupation in Falam Resources of people's income in Falam 	20	<p>Information of Falam (III)</p> <p>Pictures</p> 	<p>It is better that this discussion is conducted by group.</p>
<p>Each student writes a short report about people's life in Falam.</p>	20		<p>This is conducted to check understanding level of students about the previous lessons.</p>

(8th Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>The teacher distributes a copy of "Than Than Aye's explanation" and some pictures of Falam.</p> <p>The students read it and observe some pictures of Falam.</p>	10	<p>Than Than Aye's explanation</p> <p>Pictures of Falam</p> 	
<p>The students discuss the reasons why people in</p>	15		<p>It is better to conduct</p>

<p>Chin State have such variety of culture and language. <i>Ex.</i> <i>One of the main reasons is that Chin State is situated in the mountainous area and their accessibility is highly limited. Even now it is highly difficult for people to communicate with people living different areas of Chin State. This limitation of accessibility has made their culture diverse and kept their originality.</i></p>			<p>this discussion by group.</p>
<p>Each group has a presentation of their ideas.</p>	10		

9th and 10th Periods:

Specific Objectives

- (2) Children are able to discuss the future direction and development of Falam based on the collected information.
- (3) Children develop a great interest in other areas and towards researching those areas by themselves.

Teaching / Learning Materials

Nothing special

Teaching / Learning Procedure

(9th and 10th Periods)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
The teacher gives the students a discussion topic, "Future development of Falam."	5		
The students discuss it by group.	15		Various unique ideas will come out. The teacher respects all ideas coming from students.
After group discussion, the students write an essay about "Future development of Falam" based on their own ideas.	50		

(Optional activity)

It is better that some students present their own ideas of "Future development of Falam" to share their opinions with the others.

Assessment**What are the key issues in this lesson?**

- Difficult living condition of Falam
- People's efforts for surviving in Falam
- Precious cultural heritage of Chin

How do you assess the performance of children?

- **Essay question**

At the end, children was assigned to write essays about future development of Falam. This assignment will be the major assessment material. By checking children's essay, teachers can confirm their levels of understanding of this lesson.

- **Observing children's general performance during lessons**

Teachers observe children carefully during lessons and check their performance by using the "**checklist of children's performance**" shown in the assessment section of lesson 2.

Let's Get More Ideas**Agriculture of Falam**

Some town-dwellers of Falam made a small vegetable garden behind their houses. They cultivate some vegetables such as musterd, cabbage, gurkha fruit, sweet potato, garden peas, onion and garlic for their daily consumption. People from rural areas of Falam township cultivate potato, yum and maize in their shifting cultivation land and they sell their products. Rural areas people cultivate paddy in their terrace fields on the slope. Other products of Falam township are sesame, sunflower, peanuts, soyabean and various kinds of citrus fruits. But the number of the products are very small.

There is Lung Pi Agricultural Garden which is nurtured by Agricultural Department. Lung Pi is about eight miles from Falam and situated on Falam-Hakha road. Agricultural research on tea plantation, coffee, mulberries, apple and pears are undergone at Agriculture Department.

Small industry of Falam

A cloth weaving (loom) training school is situated in the town. A lot of pine tress are growing in Falam township. There is one turpentine factory at C. Za Mual village, which is about three miles from Falam. Rice mill and stone cutting machine can be seen in Falam township.

Traditional Festival

All Chin people celebrate Chin traditional Thanksgiving Festival in the month of October. The festival is known as "Khua Do" in Tiddim, "Tho" in Hakha and "Fang Er" in Falam. The festival is celebrated by serving food and meals and dancing traditional dances.

CHAPTER 3: OUR COUNTRY AND THE WORLD

Key Concept

Children understand the position of Myanmar in the world. Children particularly find the role of Myanmar as a country of the Southeast Asia and also as a member of ASEAN.

Learning Objectives

General Objectives

- (1) Children develop a wider view of the world and develop a great interest in knowing neighboring countries and other Southeast Asian countries.
- (2) Children understand the concept of regional organizations and ASEAN as one of the major regional cooperative organization in Southeast Asia.
- (3) Children understand the position and role of Myanmar as a member of ASEAN.

Structure of This Chapter & Specific Objectives

<Lesson>

<Specific Objectives>

Lesson 7:

Our Country as a Member of ASEAN

- (1) Children are able to explain clearly location of Myanmar both in the world and in the Southeast Asia.
- (2) Children are able to explain the function and roles of ASEAN as the main regional organization in Southeast Asia.
- (3) Children are able to explain the position and role of Myanmar as a member of ASEAN.

Key Points

● **Inventing interesting ways to memorize countries**

In this lesson, there are many countries to teach: India, Nepal, Bhutan, Bangladesh, China, Thailand, Lao PDR, Cambodia, Vietnam, the Philippines, Malaysia, Singapore, Indonesia, Brunei and Myanmar. A teacher must not force children to memorize these countries, but use interesting methods to learn these countries naturally. For example, it is a way to use a "Bingo game (referring to the assessment section of lesson 1)." For another example, a teacher explains the major characteristics of each country. Children can memorize these countries easier by recalling the major characteristics of these countries.

In addition, a jigsaw puzzle is a good way to memorize the countries.

● **Teaching ASEAN by using goods surrounding us**

The concept of ASEAN may be difficult for children at Grade 4 to understand. In this lesson, a teacher focuses only on economic factor of ASEAN and explains export and import relations between the ASEAN countries and Myanmar. A teacher should mention familiar goods exported from Myanmar and imported to Myanmar, such as rice, shrimp, long-life milk, coca cola, etc.

Flow of Teaching and Learning

Lesson 7: Our Country as a Member of ASEAN
(4 periods)

1st period

Children observe a world map and find the location of Myanmar in the world.

- Area 677,000 sq. km (37th out of 194 countries)
- Population 47.8 mil (25th out of 194 countries)

↓

Children find that Myanmar is located in the Asia.

↓

Children find countries located near Myanmar.
(Include the South Asian countries and the Southeast Asian-countries)

↓

Children look for the characteristics of the neighboring countries:
Area, population and population density.

Realization:
Children understand the relative position of Myanmar in the neighboring countries.

2nd, 3rd and 4th periods

Children understand what is ASEAN.

↓

Children find the characteristics of the member countries of ASEAN.

↓

Children find goods exporting from Myanmar and goods imported from ASEAN countries.

Realization:
ASEAN is playing an important role for the economy of Myanmar. Myanmar has to keep a good relation with the ASEAN countries.

Lesson 7: Our Country As A Member of ASEAN

General Objectives

- (1) Children develop a wider view of the world and develop a great interest in knowing neighboring countries and other Southeast Asian countries.
- (2) Children understand the concept of regional organizations and ASEAN as one of the major regional cooperative organization in Southeast Asia.
- (3) Children understand the position and role of Myanmar as a member of ASEAN.

Specific Objectives

- (1) Children are able to explain clearly the location of Myanmar both in the world and in Southeast Asia.
- (2) Children are able to explain the function and roles of ASEAN as the main regional organization in Southeast Asia.
- (3) Children are able to explain the position and role of Myanmar as a member of ASEAN.

Lesson Planner**1st period** (*See examples of lesson plan)

The geographical location and position of Myanmar in the world is the main topic. Where is Myanmar located? What position does Myanmar have geographically? What characteristics does Myanmar have, compared to the other neighboring countries? These issues will be discussed in this lesson.

First of all, a teacher use a world map to make it sure where Myanmar is located. It is important for children to understand the location of Myanmar in the following steps: (1) Myanmar is located in the Eurasia → (2) In the Asia → (3) In the Southeast Asia.

Secondly, children pick up countries near Myanmar and look for their characteristics. In this case, the teacher lets children pick all the countries located near Myanmar: India, Nepal, Bhutan, Bangladeshi, China, Thailand, Lao PDR, Cambodia, Vietnam, the Philippines, Malaysia, Singapore, Indonesia and Brunei (14 countries). There are many countries which have outstanding characteristics, such as China (the most populated country in the world) and Bangladesh (the highest population density in the world). Therefore, the teacher explains these major characteristics of the countries.

Finally, children find out the relative position of Myanmar. Children should understand the following issues by the end of this period of lesson:

- Myanmar is located in the east end of the Southeast Asia.
- Myanmar is a relatively large country among the region.
- Myanmar has a relatively big population among the region.

2nd and 3rd periods (*See examples of lesson plan)

The role of ASEAN and the role of Myanmar as its member are the main topic. First, a teacher explains what is ASEAN (Association of Southeast Asian Nations). Especially the economic factor of ASEAN should be focused on in this lesson. Then, the member countries should be introduced. It is also good to teach that Myanmar became the member of ASEAN recently (in 1997).

Thirdly, the role of ASEAN will be discussed. In this discussion, the teacher use goods surrounding us to think about the role of ASEAN. There are many goods trading between Myanmar and the other ASEAN countries. Children look for various goods exported from the ASEAN countries at home and in shops. Through this activity, children realize the role of ASEAN as the economic organization and the importance of ASEAN for Myanmar economy.

Examples of Lesson Plan

1st Period:

Specific Objectives

(1) Children are able to explain clearly the location of Myanmar both in the world and in Southeast Asia.

Teaching / Learning Materials

A world map
A population map
Pictures showing characteristics of each country
Jigsaw puzzle of the countries in the region

Teaching / Learning Procedure

(1st Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>A teacher shows a world map and asks, "Where is Myanmar?"</p> <p>A student points out Myanmar on the map.</p>	<p>2</p>	<p>World map</p>	<p>In this part, a teacher introduce some geographical data to motivate students: e.g. Myanmar is the 37th largest country in the world (out of 194 countries), Myanmar has the 25th biggest population in the world, etc.</p>
<p>The teacher introduces six continents: Eurasia, Africa, North America, South America, Australia and Antarctica, and explain that Myanmar is on the Eurasia, located in Asia, in the southeast of Asia (the Southeast Asia).</p> <p>The students find the location of Myanmar in the world.</p> <p>The teacher asks, "What countries are there near Myanmar? Please pick up all the countries."</p> <p>The students pick up all the countries near Myanmar on the map.</p> <p>The teacher shows the population map of the region.</p>	<p>5</p> <p>10</p>	<p>World map</p>	<p>The teacher deals with 14 countries all together: India, Nepal, Bhutan, Bangladesh, China, Thailand, Lao PDR, Cambodia, Vietnam, the Philippines, Malaysia, Singapore and Brunei.</p>

<p>The students realize the distribution of population in the region.</p> <p>The teacher shows pictures showing characteristics of each country.</p> <p>The students find some major characteristics of each country.</p>	5	Pictures showing characteristics of the countries	
<p>The teacher distributes a set of jigsaw puzzle of the country in the region.</p> <p>The students complete a regional map.</p>	8		Jigsaw puzzle

2nd to 4th Periods:

Specific Objectives

- (1) Children are able to explain the function and roles of ASEAN as the main regional organization in Southeast Asia.
- (2) Children are able to explain the position and role of Myanmar as a member of ASEAN.

Teaching / Learning Materials

- Various imported products (preferably from ASEAN countries)
- A world map
- Pictures showing characteristics of the countries

Teaching / Learning Procedure

(2nd, 3rd and 4th Periods)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>A teacher explains that people in Myanmar nowadays use and eat many things imported from foreign countries, and asks, "What products do you think are imported from foreign countries?"</p> <p>The students think about various imported products.</p> <p>The teacher shows some products imported from foreign countries, such as condensed milk, cheese, coca cola, etc.</p> <p>The students observe these products and find where these came from.</p>	10	Various products	<p>To conduct this part smoothly, a teacher assigns students to look for imported goods prior to the lesson.</p> <p>To motivate students, the teacher lets them express their opinions freely.</p>
	15		

<p>The students check these countries on the map</p>	<p>10</p>	<p>World map</p>	<p>from the Southeast Asian countries.</p>
<p>The teacher explains ASEAN: <i><Example> Many products surrounding us came from the foreign countries, especially the southeast countries, because these countries are located closely each other. Without these trading goods, each country has many difficulties, such as shortage of foods. These countries have to cooperate together and keep good relations. In 1967, Thailand, Indonesia, the Philippines and Singapore organized an organization for regional cooperation, called the Association of Southeast Asia Nations (ASEAN). Since then, other countries joined it one after another. Myanmar joined it in 1997. Now there are 10 members in ASEAN.</i></p>	<p>15</p>		
<p>The students check all the countries of ASEAN on the map.</p>	<p>10</p>	<p>World map</p>	
<p>The teacher shows the pictures showing characteristics of the ASEAN countries and explains the major characters of each country.</p>	<p>10</p>	<p>Pictures showing characteristics of the countries <i>(Referring to "Let's Get More Ideas.")</i></p>	<p>These will be an assignment. The students research these issues at home and prepare for the following lesson.</p>
<p>The teacher give an assignment to look for the following issues:</p> <ul style="list-style-type: none"> ● What products does Myanmar export to the other ASEAN countries?" ● "What products are imported to Myanmar from the other ASEAN countries." 			
<p>The students express imported goods and exported goods. (If possible, the teacher lets them answer the issues "from where" and "to where."</p>	<p>25</p>		
<p>The teacher concludes the role of ASEAN.</p>	<p>10</p>		

(Optional Activity)

To memorize countries of ASEAN, a teacher can use various interesting methods. Here "Bingo game" will be introduced.

Assessment

What are the key issues in this lesson?

- The neighboring countries of Myanmar
- The member of ASEAN
- The roles of ASEAN
- The position of Myanmar as a member of ASEAN

How do you assess the performance of children?

- **Observing children’s performance**

In this lesson, children learn the roles of Myanmar in the world as well as in the ASEAN region through various activities. A teacher can assess children through observation during lessons. The teacher can check children’s attitude and behavior from individual child’s performance point of view and group performance point of view.

The teacher can refer to the “**Checklist of Children’s Performance**” and the “**Checklist of Group Performance**.”

- **Small quiz**

This lesson is important for children to understand the position of Myanmar in the world. To make it sure how much children understand and memorize the important points in this lesson, a teacher can conduct a small quiz. A sample of the quiz is shown below.

Sample Quiz

Q1 (1): Look at the following map and write the names of countries (A) to (M).

(2): Mention the name of country which has the biggest size among (A) to (M).

(3): Mention the name of country which has the largest population among (A) to (M).

(4): Mention all countries which are not the members of ASEAN.



Q2: Explain what roles ASEAN has.

Q3: Write your ideas about “What Myanmar should do to keep a good relation with ASEAN members and the neighboring countries, and to cooperate together.

Model answers:

Q1 (1): (A) China, (B) The Philippines, (C) Vietnam, (D) Laos, (E) Cambodia, (F) Thailand, (G) Malaysia, (H) Brunei, (I) Singapore, (J) Indonesia, (K) Myanmar, (L) Bangladesh, (M) India, (2) China, (3) China, (4) China, Bangladesh, and India

Q2: ASEAN promotes the economic interactions among the members and the development of the region.

Q3: To omit

Let's Get More Ideas

Geographical Comparison:

Largest Countries

	Country	Size (sq. km)
1	Russian Federation	17,075,400
2	China	9,326,410
3	Canada	9,220,970
4	USA	9,166,600
5	Brazil	8,456,610
6	Australia	7,617,930
7	India	2,973,190
8	Argentina	2,736,690
9	Kazakhstan	2,717,300
10	Sudan	2,376,000

Most Populous Countries

	Country	Population
1	China	1,300,000,000
2	India	1,000,000,000
3	USA	278,400,000
4	Indonesia	212,000,000
5	Brazil	170,000,000
6	Pakistan	156,500,000
7	Russian Federation	147,000,000
8	Bangladesh	129,000,000
9	Japan	126,700,000
10	Nigeria	112,000,000

Smallest Countries

	Country	Size (sq. km)
1	Vatican City	0.44
2	Monaco	1.95
3	Nauru	21
4	Tuvalu	26
5	San Marino	61
6	Liechtenstein	160
7	Marshall Islands	181
8	Seychells	280
9	Maldives	300
10	Malta	320

Most Densely Populated Countries

	Country	Population/sq. km
1	Monaco	16,410
2	Singapore	5,902
3	Vatican City	2,273
4	Malta	1,216
5	Bangladesh	965
6	Maldives	953
7	Bahrain	891
8	Taiwan	678
9	Mauritius	645
10	Barbados	628

Source: DK, Essential World Atlas, 2001

Neighboring Countries of Myanmar and ASEAN:



Country	Formal Name	Size ('000 sq. km)	Population ('000)	Capital	GDP (billion US\$)	GDP per capita (US\$)
Bangladesh	People's Republic of Bangladesh	144	127,120	Dacca	33.2	270
Bhutan	Kingdom of Bhutan	47	1950	Thimphu	2,820.0	390
Brunei	Negara Brunei Darussalam	5,765	320	Bandar Suri Bugawan	4.0	14,200
Cambodia	Kingdom of Cambodia	181	11,630	Punom Penh	3.2	300
China	People's Republic of China	9,597	1,246,870	Beijing	1,055.4	860
India	India	3,288	1,000,850	New Deli	373.9	390
Indonesia	Republic of Indonesia	1,905	216,110	Jakarta	221.9	1,110
Laos	Lao People's Democratic Repblic	237	5,410	Vientiane	1.9	400
Malaysia	Malaysia	330	21,380	Kuala Lumpur	98.2	4,680
Myanmar	Union of Myanmar	677	48,080	Yangon	33.7	880
Nepal	Kingdom of Nepal	141	24,300	Katmandu	4.8	210
Philippines	Republic of Philippines	300	79,350	Manila	89.3	1,220
Singapore	Republic of Singapore	0.618	3,530	Singapore	101.8	32,940
Thailand	Kingdom of Thailand	513	60,610	Bangkok	169.6	2,800
Vietnam	Socialist Republic of Vietnam	332	77,310	Hanoi	24.5	320

Note: Countries are arranged in alphabetical order. The statistics are based on 1998's data.

Countries written in bold are ASEAN members.

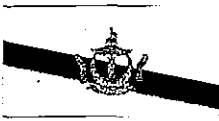
Source: DK, Compact World Atlas, 2001

What is ASEAN (Association of Southeast Asian Nations)?:

This organization was established in August, 1967 in Bangkok, Thailand, as a regional cooperative association. Thailand, Malaysia, Indonesia, the Philippines, and Singapore were the first members. The organization's aims were to fight against the ideology of Communism during the Vietnam war and to prevent intervention of powerful countries by promoting political and economic development. Brunei joined in

1984, Vietnam joined in 1995, Myanmar and Laos in 1997, and Cambodia in 1999. Now all ten south-east Asian countries are the members of ASEAN.

National Flags of ASEAN members (alphabetical order):



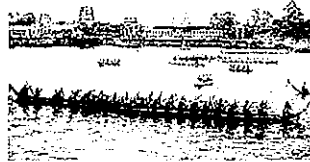
Brunei: The national emblem, seen in the center stands for the Islamic faith, royalty, states and benevolence of the government. Both the top and bottom areas represent the Sultan of Brunei. The center white and black stripes represent Brunei's chief ministers.



Sultan's Place



Cambodia: The famous temple of Angkor Wat is in the center of the flag. Red and blue are traditional colors.



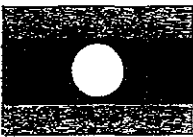
Boat race festival in the Mekong river



Indonesia: The red color represents the body and white symbolizes the soul. The flag is based on the banner of the 13th century Indonesian Empire.



Ruins of Borobudur Temple



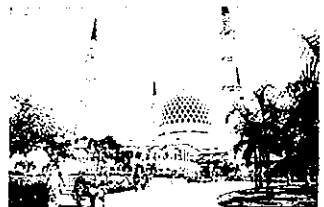
Laos: The red symbolizes the blood shed during the struggle for freedom. The blue stripe represents wealth. The white disc on the blue stripe stands for the full moon over the Mekong River and symbolizes unity under Communism.



The Mekong River



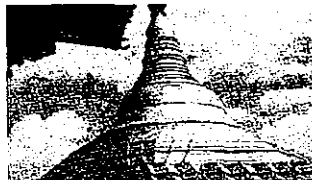
Malaysia: The crescent and star of Islam are used. The blue canton represents unity of the Malaysian people. The 14 red and white stripes represent the 14 states of the Federation.



Islamic Mosque



Myanmar: The combination of rice (agriculture), the cog-wheel (industry) and 14 stars (unity of 14 states/divisions) is in the left side. Red symbolizes courage and blue represents peace.



Shwedagon Pagoda



Philippines: The sun and stars represent the three main areas of the country; Luzon, the Visayas and Mindanao. The white triangle in the left side symbolizes purity and peace. Blue represents patriotism and red symbolizes bravery.



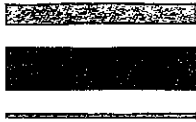
Truck taxi called "Jeepny"



Singapore: The crescent stands for the new nation. The five stars symbolize ideals of democracy, peace progress, justice and equality. Red stands for universal brotherhood and equality. White represents the purity and virtue of the Singaporean people.



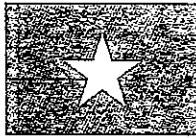
Symbol of Singapore, the Merlion



Thailand: Red in the top and bottom symbolizes life-blood. Blue stripes in the center represent the monarchy. Two white stripes stand for the purity of the Buddhist faith.



Buddhist ruins in Sukothai



Vietnam: The five-pointed gold star in the center of the flag represents the unity of five groups of workers in building socialism. Red symbolizes revolution and bloodshed.



Gulf of Tongking

Main Trading Partners for Myanmar:

Main countries that Myanmar exports to

Current Rank	Unit: million Kyat	1993-94	1996-97	2000-01
1	Thailand	778.5	544.2	1615.1
2	USA	153.2	258.1	1568.3
3	India	671.8	929.0	1055.1
4	China	210.1	336.1	725.0
5	Singapore	831.1	1007.3	668.8
6	Japan	187.6	374.1	508.5
7	Hong Kong	465.1	413.6	479.5
8	Malaysia	98.7	305.3	449.0
9	Indonesia	70.8	142.1	220.7
10	UK	20.4	61.9	216.6
11	Korea	33.9	53.0	118.2
12	Pakistan	113.8	94.3	109.4

Source: Selected Monthly Economic Indicators July-August 2001

Main countries that Myanmar imports from

Current Rank	Unit: million Kyat	1993-94	1996-97	2000-01
1	Singapore	820.3	2791.5	3646.4
2	Thailand	865.4	1191.7	1899.1
3	Korea	292.5	438.8	1874.0
4	China	1261.4	1116.3	1760.0
5	Japan	2020.2	2465.0	1317.4
6	Hong Kong	134.9	319.2	838.4
7	Malaysia	567.3	690.0	794.0
8	Indonesia	321.6	319.8	534.3
9	India	281.4	602.7	533.5
10	USA	282.8	909.3	153.4
11	France	64.1	176.4	153
12	Germany	248	130.5	148.3

Source: Selected Monthly Economic Indicators July-August 2001

Main Products for Export and Import:

Main products for export

Unit: 1000 tons	1993-94	1996-97	2000-01
Rice	261.2	93.1	241.8
Corn	40.4	102.5	142.7
Beans	514.3	594.8	753.1
Sesame	61.7	52.5	31.6
Rubber	23.2	25.8	20.0
Prawn	6.9	12.8	15.2
Fish/Fish Product	4.7	33.7	39.2
Teak	220.1	138.7	212.8
Hardwood	485.5	130.8	278.5
Gems	25.1	16.4	34.8

Source: Selected Monthly Economic Indicators July-August 2001

Main products for import

Unit: million Kyat	1993-94	1996-97	2000-01
Condensed Milk	66.5	32.2	143.3
Malt Milk	33.5	35.9	41.5
Spice	177.0	88.4	49.4
Vegetable Oil	509.1	398.2	475.3
Medical Drugs	92.5	150.6	413.0
Cement	69.5	299.5	187.1
Dyes	46.8	78.8	74.6
Chemical Products	224.7	111.2	185.4
Chemical Fertilizer	375.4	72.2	254.4
Scientific Instruments	42.4	133.7	179.4
Gems	840.9	1535.0	1437.7
Machinery	1972.3	3032.1	2631.3
Electric Appliances	601.6	830.1	1122.5
Paper	91.2	191.6	344.3
Rubber Products	87.8	136.6	242.8

Source: Selected Monthly Economic Indicators July-August 2001

Supplementary Study: The Study of the Eight Directions and Location

Key Concept	Children understand the eight directions.
Learning Objectives	
General Objectives	(1) Children understand the concept of directions. (2) Children can use the knowledge of directions in their daily life.
Specific Objectives	(1) Children are able to describe the eight directions. (2) Children are able to find directions through various ways. (3) Children are able to apply the knowledge of directions in practical way.
Key Point	● To understand directions in real life Directions are not concrete, but abstract concepts. It is important to teach this abstract concept by using specific examples, such as observations, using illustrated maps, etc. A teacher should prepare specific activities for the lessons.
Lesson Planner	1st period (<i>*See examples of lesson plan</i>) First of all, a teacher starts this lesson with the song of directions (which was taught at Grade 1). After recalling the names of four directions, the teacher discusses with children why the knowledge of directions is important. Then, children learn the other four directions: northeast, northwest, southeast and southwest. 2nd period (<i>*See examples of lesson plan</i>) How to find directions is the main topic. Here the major three ways will be introduced: (1) Observing the sun, (2) Observing the stars, and (3) Using a magnetic compass. Because of time limitation, a teacher deal only with the third way in class. However, the teacher assigns children to find directions with using the other two ways at home. 3rd and 4th periods (<i>*See examples of lesson Plan</i>) To apply the knowledge of direction in the real situation is the main topic. The teacher lets children observe the scenery of each directions and uses an illustrated town map to practice. These activities may be interesting for children and at the same time, help them understand the directions deeply.

Examples of Lesson Plan

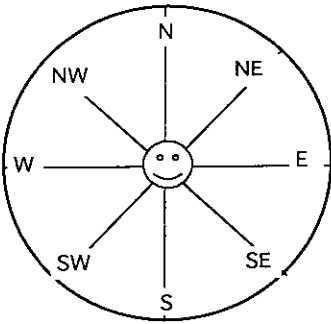
1st Period:

Specific Objectives	(1) Children are able to describe the eight directions.
Teaching / Learning Materials	Poem about directions Cardboard for the base of a hand-made compass
Teaching / Learning Procedure	

(1st Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>Students sing together a poem about directions. So they can remember the eight directions clearly.</p> <p>Teacher asks, "if you lose your way in a strange city, what do you do?"</p>	5	Poem about directions	This poem may be taught at 1 st Grade of primary education.
<p>Students think about how to figure out where they are.</p> <p>Example: -Asking someone -Looking at a map -Finding the <u>direction</u></p> <p>Teacher asks, "when is the knowledge of <u>direction</u> necessary beside the above example?"</p>	5		Teacher should help students understand why the study of directions is important.
<p>Students think about when the knowledge of direction is needed.</p> <p>-When going to an unfamiliar place -When sailors sail on the ocean</p>	5		Teacher should try to let students answer the first question using the words "direction" or "North", "South", "East", and "West."
<p>Teacher asks, "Where does the sun rise and set everyday?"</p> <p>Students think about the directions of sunrise and sunset. And they recognize the direction of east and west.</p> <p>Teacher tells the other directions, north, south, north-east, north-west, south-east and south-west.</p>	2		Teacher should start from their experience to teach directions.
<p>Students learn the names of the eight directions.</p>	3		
<p>Students try to make a paper compass by themselves.</p>	15	Cardboard for the base of a hand-	

Supplementary Study: The Study of the Eight Directions and Location

<p>Sample of Paper compass</p> 		made compass	In the center, there is "Me." This should be drawn.
Students review the eight directions.	2		

2nd Period:

Specific Objectives

(2) Children are able to find directions through various ways.

Teaching / Learning Materials

Magnetic compass

Teaching / Learning Procedure

(2nd Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>Teacher asks, "How can you find directions?"</p> <p>Students think about ways to find directions.</p> <ul style="list-style-type: none"> -Observing the sun -Observing the stars -Using a magnetic compass 	5		Based on the prior lesson, students can answer that observing the sunrise and sunset tells them the directions of east and west. However, the other ideas may be difficult to figure out by themselves. If no students can answer, teacher introduces the other ideas.
<p>Teacher explains how to find the directions by observing the sun, by observing the stars and by using a magnetic compass.</p> <p>Students understand the three ways for finding the directions.</p>	20		

Supplementary Study: The Study of the Eight Directions and Location

<p>Teacher distributes a magnetic compass to each group and explains the way of use.</p> <p>Each group uses a magnetic compass and figures out the north and the other seven directions.</p>	5	Magnetic compass	<p>Here teacher introduces a way finding the directions by using a magnetic compass.</p>
<p>Teacher assigns students to figure out how to find directions by observing the sun and the stars.</p> <p>Students observe the sunrise and the sunset at home to find east and west. In addition, students find the Pole Star at night to find north.</p>	5		<p>If possible, teacher and some students come to school early and observe the sunrise and stay at school late to observe the sunset and the stars.</p> <p>Beside that way, teacher tells parents about children's assignment and parents support children's activity at home.</p>

3rd and 4th Periods:

Specific Objectives

(3) Children are able to apply the knowledge of directions practically.

Teaching / Learning Materials

Paper compass
Magnetic Compass
Local map
Illustrated map

Teaching / Learning Procedure

(3rd Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>Students review the names of the eight directions.</p>	5	<p>Paper compass Magnetic compass</p>	
<p>Teacher has students go outside the classroom and observe the scenery.</p> <p>Students figure out the directions by using a magnetic compass and observe sceneries in each direction. Students take a note what they see on each direction. Example:</p>	20	<p>Paper compass Magnetic compass</p>	<p>This activity should be conducted in groups.</p> <p>Teacher should select a place where scenery can be clearly observed for 360</p>

Supplementary Study: The Study of the Eight Directions and Location

<p>North----Pagoda, hotel South----Park East-----Car shop, restaurant West----Electric pole North-East---Highway North-West---Forest South-East---Park South-West---Lake</p> <p><i>Alternative activity:</i> Each group observes a local map and figures out the direction (Teacher should explain that the top of maps is usually north.)</p> <p>Each group finds the objects in each direction.</p>	(20)	(Local map)	<p>degrees. If it is difficult to find such a place, students can do the similar activities by using a local map (alternative activity).</p> <p>A map should clearly indicate the physical objects on it. Illustrated maps are suitable for this activity.</p>
<p>Students have presentations of their findings.</p>	10		

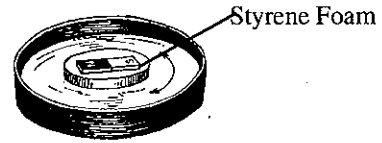
(4th Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>Students review the names of the eight directions.</p>	5	Paper compass Magnetic compass	
<p>Teacher shows a hand-made illustrated map like "sample 1" and asks, "How do you go from the cinema to the school?"</p> <p>Students think about various ways to reach the school from the cinema.</p> <p>Teacher asks, "How do you go from the bank to the train station?"</p> <p>Students think about various ways to reach the train station from the bank.</p> <p><i>This kind of Q and A will be continued.</i></p>	20	Illustrated map	<p>Teacher lets students think about various ways to get a designated place. It is also interesting that students explain why they chose that way. Avoiding the street with heavy traffic, or the way with a "No Entry" sign are related to the education of "Life Skills" and "Moral and Civics."</p> <p>This kind of activity deepens children's understanding of directions and also makes learning fun.</p> <p>Teacher can check children's understanding level of this topic through observing these games.</p>

Let's Get More Ideas

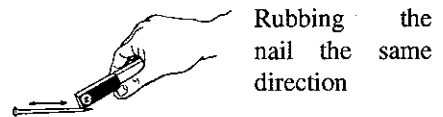
Let's make an easy magnetic compass (Part 1):

- Step 1: Prepare a bar magnet, styrene foam, bowl, and water.
 Step 2: Cut the styrene foam and put the bar magnet on it as seen in the following illustration
 Step 3: Fill the tank with water.
 Step 4: Let the bar magnet on the styrene foam float on the water.



Let's make an easy magnetic compass (Part 2):

- Step 1: Prepare a magnet, a nail, styrene foam, bowl and water
 Step 2: Rub the nail with the magnet as seen in the illustration
 Step 3: Put the nail on the styrene foam and place it on the water



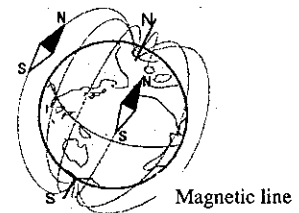
Let's make an easy magnetic compass (Part 3):

- Step 1: Prepare a bar magnet and a string
 Step 2: Tighten the string around the center of the bar magnet
 Step 3: You can hold on to one end of the string. The bar magnet indicates north and south.

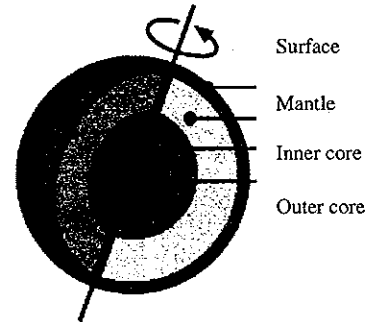


Why does a magnetic compass indicate North and South?

The earth is also like a magnet; the north pole is "S" and the south pole is "N." Therefore, The "N" side of magnet is pulled to the north and the "S" side of magnet to the south.

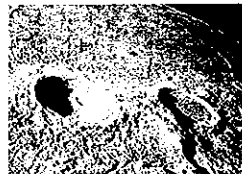


Have you ever made an electromagnet? When you send an electric current to a coil, you get an electromagnet. When electricity passes spirally, magnetic power can appear. The earth is created by the inner core (made of solid iron and nickel) and the outer core (made of melted iron and nickel). Iron and nickel contain many electrons whose currents produce electricity. Following the earth's rotation, electrons move and the earth becomes a large magnet.



Column:

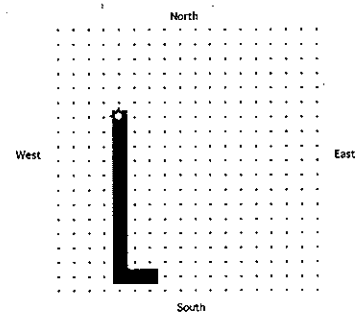
Is the moon like a magnet? The answer is "No." Because the moon does not have a core made of metal like iron and nickel. So, the electron current does not appear.



Let's try a game for learning directions:

Follow the instructions below to complete a drawing. Begin at the sun mark. The first two steps are done for you.

1. Eleven spaces south, 2. Two spaces east, 3. Four spaces north, 4. Five spaces east,
5. Two spaces southeast, 6. Two spaces south, 7. Two spaces east, 8. Six spaces north,
9. Two spaces east, 10. One space south, 11. Three spaces north,
12. Two spaces northwest, 13. Eight spaces west, 14. Five spaces north,
15. Four spaces west, 16. One space south, 17. Two spaces west,
18. Three spaces south, 19. Three spaces east



Model Answer:

Dog

