Southeast Asia: Chapter 6-1 “Cultures and History”

1. **Standard:** 7th grade Social Studies: Southeast Asian Cultures and History
2. **Behavioral Objectives:**
* The students will be able to explain why Southeast Asia is a culturally diverse region.
* The students will be able to discuss how colonial powers affected Southeast Asia.
* The students will be able to explain how years of conflict affected Vietnam, Cambodia and Laos.
* Students will be able to inspect a bar graph containing data of Southeast Asian countries throughout the years.
1. **Anticipatory Set:** The student will respond to a “Bell Ringer” question. There will be a bar graph on the board and the students will be asked to answer “What is the per capita GDP of Malaysia in 1990?”
2. **Objective/Purpose:** We already learned the climate and geography of the Southeast Asian countries, now it is important to know the culture and history behind each country. We want to know how the Southeast Asian countries got to what they are today. We want to know why a wide variety of cultures developed in Southeast Asia.
3. **Input:**
* **Task Analysis:**
1. There will be a “Bell Ringer” question on the overhead projector asking them to view a chart and interpret it.
2. I will call then pass out a worksheet for us to complete as a class. I will call on various students to answer the questions.
3. I will then ask students to turn to page 122 in their books while I hand out a worksheet. (Southeast Asia 6-1, “Cultures and History”)
4. I will then state the objective/purpose of the lesson.
5. After every student has a worksheet, I will then read the directions and explain how the worksheet is to be filled out. We will do the first section together. I will have the worksheet displayed on the overhead projector.
6. I will start by reading the first section (subtitle) in the chapter and ask the students to follow along. When I am finished reading, I will call on students to answer the questions and/or fill in the blanks. Then I will ask one or two students to give me a one sentence summary of what that section was about. I will ask the class if they understood what we just did.
7. I will then divide the class up into eight different groups. Each group will have a section with questions to read and complete. Each person in the group will read their section. They will then come together as a group to answer their questions together. I will give them 5-10 minutes to complete this part.
8. While they are working on their task, I will walk around the room observing, checking for understanding and answering any questions they might have.
9. After 5-10 minutes, we will come together as a class and have each group present their part. One person will read the section out loud, two will be the writers to fill in the worksheet on the board, and one will read their answers out loud to the class. The students sitting down will follow along in the book and fill in the answers. I will ask if there are any questions following each group presentation.
10. The students’ level of understanding will be checked by me asking them as well as when I’m walking around the room.
* **Thinking Levels:**
1. Comprehension: Students will be able to explain why Southeast Asia is a culturally diverse region.
2. Comprehension: Students will be able to discuss how colonial powers affected East Asia.
3. Comprehension: Students will be able to explain how years of conflict affected Vietnam, Cambodia and Laos.
4. Analysis: Students will be able to inspect a bar graph containing data of Southeast Asian countries throughout the years.
* **Learning Styles:**
1. Auditory: Students will hear the sections read aloud. They will also hear the discussions following each subsection.
2. Intrapersonal: Students complete their own section.
3. Interpersonal: Students work on sections with their group.
* **Materials:**
1. Overhead projector
2. Textbook
3. Worksheets
4. Pencil/Pen/Marker
5. Textbook
6. **Closure:**
* The goal to have these worksheets finished and collected for a grade by the end of the class period. If not, depending on how much is left to do, students will finish it at the beginning of the next class day.
* An “Exit Question” will be posted by the overhead projector with roughly 5 minutes left in class. The exit question will be “What two countries influenced early Southeast Asian cultures the most?”. This question was not only addressed in the reading/worksheet but it is also a similar question to one they will have on their Unit Test.