

Southeast Asia: Land and Resources

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Congratulations!

You have chosen a learning program that will actively motivate your students and provide you with easily accessible and easily manageable instructional guidelines and tools designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module (ATM) provides you with a video program correlated to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.

RATIONALE

In today's classrooms, educational pedagogy is often founded on Benjamin S. Bloom's "Six Levels of Cognitive Complexity." The practical application of Bloom's Taxonomy is to evaluate students' thinking skills on these levels, from the simple to the complex:

1. Knowledge (rote memory skills),
2. Comprehension (the ability to relate or retell),
3. Application (the ability to apply knowledge outside its origin),
4. Analysis (relating and differentiating parts of a whole),
5. Synthesis (relating parts to a whole)
6. Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, and to integrate classroom experiences and assimilation of learning with the students' life experiences, realities, and expectations. AIMS' learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today's classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.

ORGANIZATION AND MANAGEMENT

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in three sections:

I. Introducing this ATM

will give you the specific information you need to integrate the program into your classroom curriculum.

II. Preparation for Viewing

provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to viewing the program with your students.

III. After Viewing the Program

provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.

AIMS Teaching Module written by

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Persons or schools interested in obtaining additional copies of this AIMS Teaching Module, please contact:

AIMS Multimedia at:
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FEATURES

INTRODUCING THE ATM

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world's most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom and to provide assessment tools, your AIMS Teaching Module features these components:

Themes

This section tells how the AIMS Teaching Module is correlated to the curriculum. Themes offers suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

Overview

The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

Objectives

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.

Preparation for Viewing

In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

Introduction To The Program

Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

Introduction To Vocabulary

Introduction to Vocabulary is a review of language used in the program: words, phrases, and usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

Discussion Ideas

Discussion Ideas are designed to help you assess students' prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students' ideas and opinions.

Focus

Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

Jump Right In

Jump Right In provides abbreviated instructions for quick management of the program.

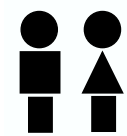
After Viewing the Program

After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.

SUGGESTED ACTIVITIES

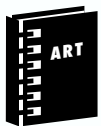
The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:

Meeting Individual Needs



These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.

Curriculum Connections

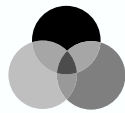


Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.



Critical Thinking

Critical Thinking activities are designed to stimulate learners' own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.



Cultural Diversity

Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.

Hands On



These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.

Writing



Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.



In The Newsroom

Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.

Extended Activities



These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.

Link to the World



These activities offer ideas for connecting learners' classroom activities to their community and the rest of the world.

Culminating Activity



To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their worldview.

ADDITIONAL ATM FEATURES

Vocabulary

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will read or find the definition of each vocabulary word, then use the word in a written sentence.

Checking Comprehension

Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students' needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

Reproducible Activities

The AIMS Teaching Module provides a selection of reproducible activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

Checking Vocabulary

The checking Vocabulary activity provides the opportunity for students to assess their knowledge of new vocabulary with this word game or puzzle. The format of this vocabulary activity allows students to use the related words and phrases in a different context.

Test

The AIMS Teaching Module Test permits you to assess students' understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.

Additional AIMS Multimedia Programs

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

Answer Key

Reproduces tests and work pages with answers marked.

JUMP RIGHT IN

Preparation

- Read *Southeast Asia: Land and Resources Themes, Overview, and Objectives* to become familiar with program content and expectations.
- Use **Preparation for Viewing** suggestions to introduce the topic to students.

Viewing

- Set up viewing monitor so that all students have a clear view.
- Depending on your classroom size and learning range, you may choose to have students view *Southeast Asia: Land and Resources* together or in small groups.
- Some students may benefit from viewing the video more than one time.

After Viewing

- Select Suggested Activities that integrate into your classroom curriculum. If applicable, gather materials or resources.
- Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.
- Duplicate the appropriate number of Vocabulary, Checking Comprehension, and consumable activity pages for your students.
- You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.
- Administer the Test to assess students' comprehension of what they have learned, and to provide them with practice in test-taking procedures.
- Use the Culminating Activity as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.

Southeast Asia: Land and Resources

Themes

This program examines the geographic region known as Southeast Asia, its landforms, climates, natural vegetation and wildlife, agriculture, and the resources of its peninsulas and archipelagos.

Overview

Southeast Asia is a region of peninsulas and archipelagos. The Indochina Peninsula extends south from the Asian mainland below China, India and Bangladesh. The Malay Peninsula is a further extension of the Indochina Peninsula, made up of the southwestern portion of Thailand, western Malaysia, and the island of Singapore. The Indonesian and Philippine archipelagos each are comprised of thousands of islands.

This is a tropical region. The two peninsulas and the Philippine Archipelago lie within the tropics of the northern hemisphere, while the Indonesian Archipelago saddles the equator. The Indonesian Archipelago has a rainy tropical climate. Most of the rest of the region has a tropical monsoon climate characterized by rainy summers and dry winters. Natural vegetation varies depending on elevation and the length of the local dry season. Broadleaf evergreen rainforests are found at the equator. Elsewhere, monsoon forests are common. In the dry zones of the Indochina Peninsula, drought-adapted plants and low woodlands are the natural vegetation.

In the Indonesian and Philippine Archipelagos, Earth's dynamic processes can most dramatically be seen within a zone of volcanic activity known as the Pacific Ring of Fire. Named for the many volcanoes found there, frequent volcanic eruptions and earthquakes are common to the region. The Indonesian island of Java, for example, has 35 active volcanoes.

Volcanic ash and deposits of alluvial soil from the region's major rivers mean fertile farmland for some segments of Southeast Asia. Vegetables, tropical fruits, spices and rice are typical crops, and fish farming is an important factor in many local economies. Shifting cultivation, also called slash-and-burn agriculture, is practiced in some areas. Forests are cut down and burned to improve the soil for planting crops - an improvement that is short-lived, as the land becomes infertile again after a time. Shifting cultivation is, in fact, a sustainable form of land use as long as population densities are low and enough land is available to allow time for forest regrowth. Burgeoning populations in Southeast Asia have led to some overcutting for agricultural use. However, the serious deforestation seen today is primarily a result of commercial logging.

The landforms, climate and resources of Southeast Asia have strongly affected the region's history, cultural development and economy.

Objectives

- To become acquainted with the region known as Southeast Asia and the countries that comprise it
- To understand the geographic features and climates found in Southeast Asia
- To understand that different types of wildlife and natural vegetation can be found in the rain forests, monsoon forests, and dry zones of Southeast Asia
- To explain the various renewable and nonrenewable resources of the region
- To become aware of the dynamic Earth processes such as volcanic activity, erosion and the deposition of alluvial soil that help shape the region's landforms and influence human interaction with the land

Introduction to the Program

Southeast Asia is a tropical region of the world made up of two peninsulas and two island archipelagos. The Indochina and Malay Peninsulas stretch south from the Chinese border, to the east of India and Bangladesh. The Indonesian and Philippine Archipelagos comprise the rest of the region. Volcanic activity is common in the region, much of which lies within what is known as the Pacific Ring of Fire. The countries of Southeast Asia have either a rainy tropical or tropical monsoon climate, with a variety of landscapes and resources. Landforms range from coastal plains and flat river basins to steep mountains. Southeast Asia's fragmented landscape of fertile areas separated from each other by hills, forest, or seas has led the region's people to cluster in scattered lowlands and along coastlines. In this way, the land and its resources have strongly affected the ways in which humans have modified the region over time.

Introduction to Vocabulary

Write the following terms on the board and explain that they will be referenced in the video. Some students may be unfamiliar with the terms. If the meaning of any word is unclear to the group, ask volunteers to use an appropriate reference source to check the term and report their findings to the class.

alluvial, archipelago, landform, monsoon, monsoon forest, peninsula, rice paddy, Ring of Fire, shifting cultivation, strait

Discussion Ideas

Ask students to name all of the countries they can think of in Southeast Asia. Write the names on the board, then ask students to describe what comes to mind when they think of each of the countries named. Topics may include such things as climate, foods, types of government, landforms, language, different types of people, religion, styles of dress, means of transportation, wildlife or vegetation, or numerous other subjects. Ask students to explain why these topics came to mind in relation to this region. Have students discuss their sources of information on Southeast Asian countries and encourage further discussion on the differences between various countries of the region, and between the United States and Southeast Asian countries.

Focus

Like Southeast Asia, the United States has areas that are peninsulas, such as the state of Florida and the upper peninsula of Michigan. The state of Hawaii is an archipelago. Ask students to think of differences and similarities between these American peninsulas and islands and those of Southeast Asia. These may include factors such as climate, landforms, vegetation, wildlife and other resources found in each region.

SUGGESTED ACTIVITIES

Writing

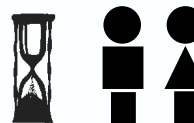
Tell students to prepare an outline and rough draft for a descriptive essay about Southeast Asia. Ask them to write about the geographic features of the region, landforms, bodies of water, climate, and location on the globe. Encourage students to elaborate on the colorful environments of Southeast Asia, and the effects that climates have on living organisms. Let students know that their essays will be reviewed for structure, organization, accuracy, and style. Have students begin the writing process by making an outline of their ideas, then writing their rough draft.



30 Minutes

Meeting Individual Needs

Have students work alone or in small groups to look up the words *archipelago*, *landform*, *monsoon*, and *peninsula* in the dictionary or other resource. What are the definitions of the words? What is an example of each? (an archipelago is a group of islands, such as the state of Hawaii; a landform is a natural feature of the Earth's land surface, such as a hill or valley; a monsoon is a seasonal wind that brings summer rains and dry winter weather to various parts of South and Southeast Asia; a peninsula is an area of land surrounded by water on three sides, such as the state of Florida.)



35 Minutes

Connection to Life Science

Have students work in small groups to research the plant and animal populations of Indonesia. Ask them to look for data on the effects that the country's geographic features, volcanic activity, and climate have had on the growth or decline of the nation's various animal and plant populations. How have various examples of human intervention affected the living community and the ecosystem's nonliving components? Have the groups write reports from their research and present them to the class.



2 Hours

Cultural Diversity

What would it be like to live in an Indonesian rain forest? On an island located within the Ring of Fire? On the banks of the Mekong River in Vietnam? Have students select and research a location in Southeast Asia, learning about its climate, people and lifestyles. Have them keep a journal for one week, writing entries as though they were students living in their selected region. Ask them to describe their daily activities, their homes, the activities of other family members, the physical surroundings of their home and school. At the end of the week, ask for volunteers to read aloud selections from their journals.



1 Week, 35 Min.

Connection to Art

Have students work in small groups, each group selecting a region of Southeast Asia to illustrate on a large sheet of kraft paper. Encourage them to include plants, animals and people in their drawing. Mention that clothing should be appropriate to the region being illustrated, as should homes or other buildings.



1 Hour

When the drawings are complete, assemble them as a mural and display on a classroom wall, labeled as "Life in Southeast Asia."

Critical Thinking

The region we live in affects almost everything about our lives - from the clothes we wear, to the foods available for us to eat, to the careers open to us locally and jobs held by our parents, to our hobbies and sports we play. For most of us, the specifics of our geographic region are significantly different to the conditions found in Southeast Asia. If the landforms, climate and other aspects of our region were identical to those of Southeast Asia, how might our homes, schools and roads need to be different? Have students work in small groups to research some basic information regarding the topic, then hold a discussion, with each group selecting a spokesperson to represent their findings. Discussion should include the impact of temperature, precipitation, plant and animal life and other factors that greatly influence lifestyle.

Writing

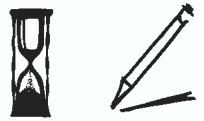
If students have not already done so, have them revise and edit the rough drafts of their descriptive essays on Southeast Asia. After editing, have them prepare their final drafts. Have them create illustrations to accompany their essays. Ask for volunteers to read their essays aloud to the class.

Culminating Activity

Have students work in small groups to create a multi-media presentation about the geographic information they've learned from the program. Brainstorm with the class the topics that should be covered, as well as the types of materials and media they would like to include in their presentation. Have each group present to the entire class; you may wish to set up a school-wide screening so that the class may show their presentations to the entire student population as well.



45 Minutes



1 Hour



Extended

VOCABULARY

The terms listed below are from Southeast Asia: Land and Resources. Read each definition. On the line next to the definition write the letter of the vocabulary word that matches the definition. Then use a separate piece of paper to write each term in a sentence.

- A) alluvial
- B) archipelago
- C) landform
- D) monsoon
- E) monsoon forest
- F) paddy
- G) peninsula
- H) Ring of Fire
- I) shifting cultivation
- J) strait

1. _____ a narrow passage of water that connects two larger bodies of water
2. _____ the practice of cutting down areas of existing forest to use the land for farming or pasturing of livestock. Once the land becomes infertile, it is abandoned; also known as slash-and-burn agriculture
3. _____ a seasonal wind that brings summer rains and dry winter weather to various parts of Southern and Southeast Asia
4. _____ a zone of volcanoes found along the shores of the Pacific Ocean; this zone contains roughly half of the world's active volcanoes
5. _____ a group of islands
6. _____ a flat field surrounded by earthen dikes; the field is flooded for the purpose of growing rice
7. _____ an area of land surrounded by water on three sides; Florida and part of Michigan have this shape
8. _____ a tropical seasonal forest in which deciduous trees are leafy and green during the summer rainy season and lose their leaves during the dry winter season
9. _____ a natural feature of the Earth's land surface, such as a hill, mountain, or valley
10. _____ describes soil made up of sand, gravel, silt, or clay deposited by running water

CHECKING COMPREHENSION

Read the following sentences and circle the letters of the words that best fill each blank.

Southeast Asia is located _____ 1 _____ and to the east of the Indian subcontinent. The region is made up of _____ 2 _____. Countries found in Southeast Asia include _____ 3 _____. The large island of Borneo is divided between the countries of _____ 4 _____. Monsoons are _____ 5 _____ that significantly affect the climate in much of Southeast Asia. Natural vegetation in Southeast Asia varies with the _____ 6 _____. Farmers on the islands of Java and Bali benefit from the presence of volcanoes on the islands because _____ 7 _____. Wildlife found in the forests of Borneo includes such animals as _____ 8 _____. During the dry season in a monsoon forest, the trees and shrubs _____ 9 _____. _____ 10 _____ is the most valuable species of tree in a monsoon forest. Much of Southeast Asia's monsoon forest has been logged, resulting in _____ 11 _____. Southeast Asia's Ring of Fire is _____ 12 _____. The longest river in Southeast Asia, the _____ 13 _____, begins in _____ 14 _____. Mineral resources found in Southeast Asia include rich deposits of _____ 15 _____.

- | | |
|--|--|
| 1. A) south of China
B) in the Atlantic Ocean
C) at 50 degrees latitude | 9. A) lose their leaves
B) grow new shoot and leaves
C) bloom |
| 2. A) an archipelago and three peninsulas
B) three peninsula and two archipelagos
C) two archipelagos and two peninsulas | 10. A) Pine
B) Teak
C) Oak |
| 3. A) Manila, Bangkok, and Hanoi
B) Laos, Myanmar, and Thailand
C) Tonga, Estonia, and Borneo | 11. A) the emergence of vibrant second-growth forests
B) increased volcanic activity
C) a large decrease in wildlife habitats |
| 4. A) the Republic of the Philippines, Brunei and Singapore
B) Indonesia, Malaysia and Brunei
C) Japan, Sumatra and Myanmar | 12. A) the unofficial name of the Philippines' national sports stadium in Manila
B) the name given to the frequent blaze that occur in the region's monsoon forests
C) a zone of volcanic and earthquake activity that encircles the Pacific Ocean |
| 5. A) ocean currents
B) dry seasons
C) seasonal winds | 13. A) Chao Phray River
B) Mekong River
C) Volga River |
| 6. A) crops the farmers plant
B) elevation and length of the dry season
C) price of commodities on the world market | 14. A) southern Vietnam and flows to its delta in China
B) near Bangkok, Thailand and flows to its delta in Bhutan
C) China and flows to its delta in southern Vietnam |
| 7. A) ash from volcanic eruptions enriches the soil
B) volcanic eruptions clear their fields of dead plants after the harvest
C) volcanic eruptions draw tourist who buy their produce | 15. A) bronze, brass, and steel
B) quartz, pewter, and uranium
C) tin, copper, and gold |
| 8. A) wild pigs, monkeys, and orangutans
B) zebras, grizzlies, and kangaroos
C) giraffes, wildebeests, and elk | |

SOUTHEAST ASIA - A CLOSER LOOK

Use library and Internet resources to write a three-page essay on one of the following topics:

- Agriculture's role in the economy of Cambodia, Malaysia, or the Philippines
- Climates of Southeast Asia
- The form of government in Vietnam, Indonesia, or Myanmar
- Vegetation and wildlife of Borneo's rainforests
- Adaptations of plant life in the dry zones of the Indochina Peninsula
- Pacific Ring of Fire; effects of volcanic activity on Southeast Asian landforms

These hints will make your paper more successful:

1. Write a brief outline of your paper. Begin with an introduction to grab interest, followed by a purpose statement, facts to back up your purpose, and a conclusion.
2. Find solid, relevant information. Search for books and encyclopedia articles on your topic. Use search engines to locate informative, up-to-date websites. Where possible, use recent statistics and facts to support your main point.
3. Add interest. Personal stories, interesting facts, and quotes will make your paper more memorable.
4. Include your own thoughts. Make the paper personal by reflecting on your own feelings about the subject matter. What did you learn during your research? How has it expanded your knowledge of life in Southeast Asia?

REGIONS OF SOUTHEAST ASIA

Use knowledge gained from the program and the encyclopedia, atlases, the Internet and other resources as necessary to answer each question below.

1. GEOGRAPHY

The countries of Laos, Cambodia, Vietnam, and portions of Myanmar and Thailand are located on the _____.

The nation of the Philippines is made up of thousands of _____, which form the Philippine _____.

Borneo is the world's _____ island.

The island of Borneo is divided between three countries, which are _____.

2. RAIN FOREST

Name Southeast Asian countries with this type of vegetation. _____

Name a rain forest plant mentioned in the video. _____

The video mentions animals that live in Southeast Asian rain forests. Name some of these. _____

Describe what has happened to the rain forests of the Indonesian islands of Java and Bali. _____

3. MONSOON FOREST

Describe a difference in climate between areas that support rain forests and areas that support monsoon forests. _____

Name the peninsulas on which monsoon forests of Southeast Asia can be found. _____

Name some of the animals that live in Southeast Asian monsoon forests. _____

What has happened to much of Southeast Asia's monsoon forest, and for what reason? _____

4. VOLCANOES

Name the zone of volcanic activity and earthquakes that encircles the Pacific Ocean. _____

Over (insert blank) percent of the world's active volcanoes are within this zone: _____.

Name an Indonesian island that has 35 active volcanoes. _____

Explain how volcanic eruptions can benefit an ecosystem. _____

TRUE OR FALSE

Read the statements below regarding Southeast Asia. Place a T next to the statements that are true and place an F next to statements that are false.

1. _____ Two regions in Southeast Asia are the Outerchina Peninsula and the Myanmar Peninsula.
2. _____ The island of Sumatra is part of the Indonesian Archipelago, which is made up of many thousands of islands, most of which belong to the country of Indonesia.
3. _____ Seasonal winds, known as monsoons, affect the climate of much of Southeast Asia.
4. _____ The type of natural vegetation found in Southeast Asia varies with the length of the dry season and with elevation.
5. _____ In the areas of Southeast Asia affected by volcanic eruption, the local soil has become so sterile that virtually nothing will grow.
6. _____ The mammal most commonly found in the rain forests of Borneo is the grizzly bear.
7. _____ During the dry season, trees and shrubs in a monsoon forest lose all or most of their leaves.
8. _____ Much of Southeast Asia's monsoon forestland has been logged or cleared for agricultural use, causing a great decrease in wildlife habitats.
9. _____ A geographic region in Southeast Asia is known as the Ring of Fire because of the frequent out-of-control blazes that erupt in the area's monsoon forests.
10. _____ Much of the commercial traffic in Bangkok, Thailand's capital, travels along the city's Mekong River.

SOUTHEAST ASIA: SOME FACTS ABOUT THE PHILIPPINES

For the following activity, use library texts, the encyclopedia and the Internet to learn more about the Philippines, one of the countries of Southeast Asia. When you have gathered enough information, answer the questions below.

1. What is the capital city of the Philippines?

2. Where is the country located?

3. What is the country's official name?

4. The country is composed of a group of islands called an archipelago. About how many islands are there in total? About how many of those islands are inhabited?

5. From what regions did the first Filipinos migrate to the Philippines?

6. Give the meaning behind the name "Philippines" and the reason the country was named that.

7. What is/are the official language(s) of the country?

8. What happened to the Philippines in 1898?

9. What country granted independence to the Philippines in 1946?

10. What official(s) or government bodies govern the country?

11. What are the chief agricultural or mining products?

12. What is the basic unit of money?

WORD SEARCH

Read each vocabulary definition below. On the line before each definition write the appropriate word, then find each in the word search. Look up, down, across, backwards and diagonally to find the words.

WORD BANK
alluvial
archipelago
Borneo
landform
monsoon
Myanmar
peninsula
rice paddy
Ring of Fire
strait

L	X	Q	G	V	M	K	N	W	P	C	Z	Y	J	L
A	S	W	H	K	O	E	N	R	O	B	N	M	V	P
I	W	L	G	J	X	W	Q	K	T	M	W	Y	N	P
V	G	Y	A	R	R	D	F	J	P	T	M	D	H	E
U	T	T	R	N	J	H	K	W	W	O	H	D	M	N
L	N	N	B	C	D	W	Z	X	N	B	J	A	H	I
L	B	C	M	T	R	F	W	S	N	M	Y	P	Q	N
A	Q	M	R	I	N	G	O	F	F	I	R	E	W	S
R	B	Y	V	A	C	O	V	R	B	W	R	C	T	U
C	V	A	C	R	N	R	W	B	M	J	J	I	K	L
K	L	N	B	T	Z	Z	X	N	Q	B	C	R	W	A
W	Z	M	Y	S	J	Q	K	M	L	W	R	Z	X	W
T	R	A	Q	V	K	L	M	G	N	Q	J	H	D	W
D	A	R	C	H	I	P	E	L	A	G	O	R	J	K
D	Q	T	B	J	L	M	W	Z	H	J	D	K	M	Q

- _____ a zone of volcanoes found along the shores of the Pacific Ocean; this zone contains roughly half of the world's active volcanoes
- _____ an area of land surrounded by water on three sides; Florida and part of Michigan have this shape
- _____ a narrow passage of water that connects two larger bodies of water
- _____ a country on the Indochina Peninsula; formerly known as Burma
- _____ a natural feature of the Earth's land surface, such as a hill, mountain, or valley
- _____ a group of islands
- _____ a flat field surrounded by earthen dikes; the field is flooded for the purpose of growing crops
- _____ an island in the Indonesian Archipelago; its land area is divided between the countries of Indonesia, Malaysia and Brunei
- _____ describes soil made up of sand, gravel, silt, or clay deposited by running water
- _____ a seasonal wind that brings summer rains and dry winter weather to various parts of Southern and Southeast Asia

TEST

Circle the letter for the correct answer to each question.

1. The countries of Southeast Asia are found on:

- A) the continent of Australia.
- B) two peninsulas and the islands of two archipelagos.
- C) a peninsula and the islands of four archipelagos.

2. The Indochina Peninsula extends from the Asian mainland, to the:

- A) south of China and to the east of the Indian subcontinent.
- B) south of Vietnam and to the west of the Indian subcontinent.
- C) south of Japan and to the north of the Indian subcontinent.

3. The Strait of Malacca is a narrow body of water located:

- A) between the island of Sumatra and the Malay Peninsula.
- B) between the Sinai Peninsula and the island of Borneo.
- C) between the Indochina Peninsula and the city of Singapore.

4. Three countries share the land area of Borneo. These are:

- A) the Philippines, Thailand and Myanmar.
- B) Japan, Laos and Cambodia.
- C) Brunei, Malaysia and Indonesia.

5. The Indonesian Archipelago lies along the equator, while the rest of Southeast Asia is located in:

- A) the temperate zone of the southern hemisphere.
- B) the tropical zone of the northern hemisphere.
- C) the temperate zone of the western hemisphere.

TEST (CONTINUED)

6. In the regions of Southeast Asia affected by monsoons, farmers plant their crops in spring so that:
- A) they will ripen by the following spring.
 - B) they will survive the summer drought.
 - C) they will be watered by the summer's monsoon rains.
7. Because their habitats have been reduced by loggers and farmers clearing forestlands for agriculture, some animals in Southeast Asia are now:
- A) thoroughly domesticated.
 - B) endangered species.
 - C) more numerous than ever before.
8. Much of mainland Southeast Asia's best farmland is found along its rivers because:
- A) rich alluvial soils have developed there from materials deposited by floods.
 - B) the rivers are the only transportation routes available to any of the region's farmers.
 - C) the local volcanoes have enriched the land with large deposits of sodium.
9. What is the geographical significance of the Mekong River in the Laotian capital of Vientiane?
- A) It divides Vientiane from its suburb, Hanoi.
 - B) It separates the city's financial district from the colorful "left bank" neighborhoods of its local artists.
 - C) It marks the boundary between Laos and Thailand.
10. Rice is the region's most important grain; it is grown in specially prepared agricultural plots called:
- A) rice orchards.
 - B) rice paddies.
 - C) rice arroyos.

ADDITIONAL AIMS MULTIMEDIA PROGRAMS

You and your students might also enjoy these other AIMS Multimedia programs:

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- 2726-EN-VID: *Laos: Past and Present*
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- 2599-EN-VID: *Geography of the World Series: South Asia: The Land and Resources*
- 2597-EN-VID: *Geography of the World Series: Africa: The Land and Resources*
- 2679-EN-VID: *Geography of the World Series: Latin America: Land and Resources*
- 2696-EN-VID: *Geography of the World Series: North America: Land and Resources*
- 2628-EN-VID: *Geography of the World Series: The Middle East and Central Asia: The Land and Resources*
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- 2561-EN-VID: *Climate, Landscapes and Life: Mid-latitude and Polar Regions*
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- 2744-EN-VID: *Countries and Cultures of the Andes: Peru*
- 2767-EN-VID: *Colombia: Gateway to South America*

ANSWER KEY for page 10

VOCABULARY

The terms listed below are from Southeast Asia: Land and Resources. Read each definition. On the line next to the definition write the letter of the vocabulary word that matches the definition. Then use a separate piece of paper to write each term in a sentence.

- A) alluvial
- B) archipelago
- C) landform
- D) monsoon
- E) monsoon forest
- F) paddy
- G) peninsula
- H) Ring of Fire
- I) shifting cultivation
- J) strait

1. J a narrow passage of water that connects two larger bodies of water
2. I the practice of cutting down areas of existing forest to use the land for farming or pasturing of livestock. Once the land becomes infertile, it is abandoned; also known as slash-and-burn agriculture
3. D a seasonal wind that brings summer rains and dry winter weather to various parts of Southern and Southeast Asia
4. H a zone of volcanoes found along the shores of the Pacific Ocean; this zone contains roughly half of the world's active volcanoes
5. B a group of islands
6. F a flat field surrounded by earthen dikes; the field is flooded for the purpose of growing rice
7. G an area of land surrounded by water on three sides; Florida and part of Michigan have this shape
8. E a tropical seasonal forest in which deciduous trees are leafy and green during the summer rainy season and lose their leaves during the dry winter season
9. C a natural feature of the Earth's land surface, such as a hill, mountain, or valley
10. A describes soil made up of sand, gravel, silt, or clay deposited by running water

Students' sentences will vary. Accept any that demonstrate understanding.

ANSWER KEY for page 11

CHECKING COMPREHENSION

Read the following sentences and circle the letters of the words that best fill each blank.

Southeast Asia is located _____ 1 _____ and to the east of the Indian subcontinent. The region is made up of _____ 2 _____. Countries found in Southeast Asia include _____ 3 _____. The large island of Borneo is divided between the countries of _____ 4 _____. Monsoons are _____ 5 _____ that significantly affect the climate in much of Southeast Asia. Natural vegetation in Southeast Asia varies with the _____ 6 _____. Farmers on the islands of Java and Bali benefit from the presence of volcanoes on the islands because _____ 7 _____. Wildlife found in the forests of Borneo includes such animals as _____ 8 _____. During the dry season in a monsoon forest, the trees and shrubs _____ 9 _____. _____ 10 _____ is the most valuable species of tree in a monsoon forest. Much of Southeast Asia's monsoon forest has been logged, resulting in _____ 11 _____. Southeast Asia's Ring of Fire is _____ 12 _____. The longest river in Southeast Asia, the _____ 13 _____, begins in _____ 14 _____. Mineral resources found in Southeast Asia include rich deposits of _____ 15 _____.

1. **A) south of China**
B) in the Atlantic Ocean
C) at 50 degrees latitude
2. A) an archipelago and three peninsulas
B) three peninsula and two archipelagos
C) two archipelagos and two peninsulas
3. A) Manila, Bangkok, and Hanoi
B) Laos, Myanmar, and Thailand
C) Tonga, Estonia, and Borneo
4. A) the Republic of the Philippines, Brunei and Singapore
B) Indonesia, Malaysia and Brunei
C) Japan, Sumatra and Myanmar
5. A) ocean currents
B) dry seasons
C) seasonal winds
6. A) crops the farmers plant
B) elevation and length of the dry season
C) price of commodities on the world market
7. **A) ash from volcanic eruptions enriches the soil**
B) volcanic eruptions clear their fields of dead plants after the harvest
C) volcanic eruptions draw tourist who buy their produce
8. **A) wild pigs, monkeys, and orangutans**
B) zebras, grizzlies, and kangaroos
C) giraffes, wildebeests, and elk
9. **A) lose their leaves**
B) grow new shoot and leaves
C) bloom
10. A) Pine
B) Teak
C) Oak
11. A) the emergence of vibrant second-growth forests
B) increased volcanic activity
C) a large decrease in wildlife habitats
12. A) the unofficial name of the Philippines' national sports stadium in Manila
B) the name given to the frequent blaze that occur in the region's monsoon forests
C) a zone of volcanic and earthquake activity that encircles the Pacific Ocean
13. A) Chao Phray River
B) Mekong River
C) Volga River
14. A) southern Vietnam and flows to its delta in China
B) near Bangkok, Thailand and flows to its delta in Bhutan
C) China and flows to its delta in southern Vietnam
15. A) bronze, brass, and steel
B) quartz, pewter, and uranium
C) tin, copper, and gold

ANSWER KEY for page 12

SOUTHEAST ASIA - A CLOSER LOOK

Use library and Internet resources to write a three-page essay on one of the following topics:

- Agriculture's role in the economy of Cambodia, Malaysia, or the Philippines
- Climates of Southeast Asia
- The form of government in Vietnam, Indonesia, or Myanmar
- Vegetation and wildlife of Borneo's rainforests
- Adaptations of plant life in the dry zones of the Indochina Peninsula
- Pacific Ring of Fire; effects of volcanic activity on Southeast Asian landforms

These hints will make your paper more successful:

1. Write a brief outline of your paper. Begin with an introduction to grab interest, followed by a purpose statement, facts to back up your purpose, and a conclusion.
2. Find solid, relevant information. Search for books and encyclopedia articles on your topic. Use search engines to locate informative, up-to-date websites. Where possible, use recent statistics and facts to support your main point.
3. Add interest. Personal stories, interesting facts, and quotes will make your paper more memorable.
4. Include your own thoughts. Make the paper personal by reflecting on your own feelings about the subject matter. What did you learn during your research? How has it expanded your knowledge of life in Southeast Asia?

Students' essays will vary. Accept any that demonstrate understanding.

ANSWER KEY for page 13

REGIONS OF SOUTHEAST ASIA

Use knowledge gained from the program and the encyclopedia, atlases, the Internet and other resources as necessary to answer each question below.

1. GEOGRAPHY

The countries of Laos, Cambodia, Vietnam, and portions of Myanmar and Thailand are located on the Indochina Peninsula.

The nation of the Philippines is made up of thousands of island, which form the Philippine Archipelago.

Borneo is the world's third largest island.

The island of Borneo is divided between three countries, which are Indonesia, Malaysia and Brunei.

2. RAIN FOREST

Name Southeast Asian countries with this type of vegetation. Indonesia, as well as Brunei and Malaysia

Name a rain forest plant mentioned in the video. the pitcher plant

The video mentions animals that live in Southeast Asian rain forests. Name some of these. The video mentioned orangutans and wild pigs as some of the animals that live in Southeast Asian rain forests.

Describe what has happened to the rain forests of the Indonesian islands of Java and Bali. Large expanses of rain forest have been cut down on these islands by farmers who have turned the land to agricultural use.

3. MONSOON FOREST

Describe a difference in climate between areas that support rain forests and areas that support monsoon forests. Rain forests are found in the rainy tropics, where there is rainfall year 'round. Monsoon forests are found in the monsoon tropics where seasonal winds, called monsoons, bring a rainy season during the summer and a dry season in the autumn and winter months.

Name the peninsulas on which monsoon forests of Southeast Asia can be found. the Malay and Indochina peninsulas

Name some of the animals that live in Southeast Asian monsoon forests. Monkeys, gibbons, tigers and elephants can be found in Southeast Asian monsoon forests.

What has happened to much of Southeast Asia's monsoon forest, and for what reason? Much of Southeast Asia's monsoon forests have been logged for timber or cut down, and the land cleared for agricultural use.

4. VOLCANOES

Name the zone of volcanic activity and earthquakes that encircles the Pacific Ocean. This is the Pacific Ring of Fire.

Over (75) percent of the world's active volcanoes are within this zone: the Pacific Ring of Fire.

Name an Indonesian island that has 35 active volcanoes. Java

Explain how volcanic eruptions can benefit an ecosystem. Various minerals and chemicals released during volcanic eruptions and in volcanic ash enrich the soil of the region, making it more productive for growing plants.

ANSWER KEY for page 14

TRUE OR FALSE

Read the statements below regarding Southeast Asia. Place a T next to the statements that are true and place an F next to statements that are false.

1. F Two regions in Southeast Asia are the Outerchina Peninsula and the Myanmar Peninsula.
2. T The island of Sumatra is part of the Indonesian Archipelago, which is made up of many thousands of islands, most of which belong to the country of Indonesia.
3. T Seasonal winds, known as monsoons, affect the climate of much of Southeast Asia.
4. T The type of natural vegetation found in Southeast Asia varies with the length of the dry season and with elevation.
5. F In the areas of Southeast Asia affected by volcanic eruption, the local soil has become so sterile that virtually nothing will grow.
6. F The mammal most commonly found in the rain forests of Borneo is the grizzly bear.
7. T During the dry season, trees and shrubs in a monsoon forest lose all or most of their leaves.
8. T Much of Southeast Asia's monsoon forestland has been logged or cleared for agricultural use, causing a great decrease in wildlife habitats.
9. F A geographic region in Southeast Asia is known as the Ring of Fire because of the frequent out-of-control blazes that erupt in the area's monsoon forests.
10. F Much of the commercial traffic in Bangkok, Thailand's capital, travels along the city's Mekong River.

ANSWER KEY for page 15

SOUTHEAST ASIA: SOME FACTS ABOUT THE PHILIPPINES

For the following activity, use library texts, the encyclopedia and the Internet to learn more about the Philippines, one of the countries of Southeast Asia. When you have gathered enough information, answer the questions below.

1. What is the capital city of the Philippines?

Manila

2. Where is the country located?

in an area of the Pacific Ocean between the Philippine Sea and the South China Sea

3. What is the country's official name?

the Republic of the Philippines

4. The country is composed of a group of islands called an archipelago. About how many islands are there in total? About how many of those islands are inhabited?

There are over 7,000 islands total, of which around 900 islands are inhabited.

5. From what regions did the first Filipinos migrate to the Philippines?

The first Filipinos migrated there from Indonesia and Malaysia.

6. Give the meaning behind the name "Philippines" and the reason the country was named that.

The name "Philippines" comes from King Philip II of Spain, and was given to the country by Spanish explorers who colonized the Philippines in the 16th century.

7. What is/are the official language(s) of the country?

Filipino and English are the country's official languages.

8. What happened to the Philippines in 1898?

As part of the treaty that ended the Spanish-American War, the Philippines were given to the United States by Spain.

9. What country granted independence to the Philippines in 1946?

the United States

10. What official(s) or government bodies govern the country?

The Republic of the Philippines is governed by a President, Vice President, and a Congress made up of a Senate and House of Representatives.

11. What are the chief agricultural or mining products?

rice, corn, forest products, fish, and copper

12. What is the basic unit of money?

the Philippine peso

ANSWER KEY for page 16

WORD SEARCH

Read each vocabulary definition below. On the line before each definition write the appropriate word, then find each in the word search. Look up, down, across, backwards and diagonally to find the words.

WORD BANK

- alluvial
- archipelago
- Borneo
- landform
- monsoon
- Myanmar
- peninsula
- rice paddy
- Ring of Fire
- strait

L	X	Q	G	V	M	K	N	W	P	C	Z	Y	J	L
A	S	W	H	K	O	E	N	R	O	B	N	M	V	P
I	W	L	G	J	X	W	Q	K	T	M	W	Y	N	P
V	G	Y	A	R	R	D	F	J	P	T	M	D	H	E
U	T	T	R	N	J	H	K	W	W	O	H	D	M	N
L	N	N	B	C	D	W	Z	X	N	B	J	A	H	I
L	B	C	M	T	R	F	W	S	N	M	Y	P	Q	N
A	Q	M	R	I	N	G	O	F	F	I	R	E	W	S
R	B	Y	V	A	C	O	V	R	B	W	R	C	T	U
C	V	A	C	R	N	R	W	B	M	J	J	I	K	L
K	L	N	B	T	Z	Z	X	N	Q	B	C	R	W	A
W	Z	M	Y	S	J	Q	K	M	L	W	R	Z	X	W
T	R	A	Q	V	K	L	M	G	N	Q	J	H	D	W
D	A	R	C	H	I	P	E	L	A	G	O	R	J	K
D	Q	T	B	J	L	M	W	Z	H	J	D	K	M	Q

a zone of volcanoes found along the shores of the Pacific Ocean; this zone contains roughly half of the world's active volcanoes **Ring of Fire**

an area of land surrounded by water on three sides; Florida and part of Michigan have this shape **peninsula**

a narrow passage of water that connects two larger bodies of water **strait**

a country on the Indochina Peninsula; formerly known as Burma **Myanmar**

a natural feature of the Earth's land surface, such as a hill, mountain, or valley **landform**

a group of islands **archipelago**

a flat field surrounded by earthen dikes; the field is flooded for the purpose of growing crops **rice paddy**

an island in the Indonesian Archipelago; its land area is divided between the countries of Indonesia, Malaysia and Brunei **Borneo**

describes soil made up of sand, gravel, silt, or clay deposited by running water **alluvial**

a seasonal wind that brings summer rains and dry winter weather to various parts of Southern and Southeast Asia **monsoon**

ANSWER KEY for page 17

TEST

Circle the letter for the correct answer to each question.

1. The countries of Southeast Asia are found on:

- A) the continent of Australia.
- B) two peninsulas and the islands of two archipelagos.**
- C) a peninsula and the islands of four archipelagos.

2. The Indochina Peninsula extends from the Asian mainland, to the:

- A) south of China and to the east of the Indian subcontinent.**
- B) south of Vietnam and to the west of the Indian subcontinent.
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3. The Strait of Malacca is a narrow body of water located:

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- B) between the Sinai Peninsula and the island of Borneo.
- C) between the Indochina Peninsula and the city of Singapore.

4. Three countries share the land area of Borneo. These are:

- A) the Philippines, Thailand and Myanmar.
- B) Japan, Laos and Cambodia.
- C) Brunei, Malaysia and Indonesia.**

5. The Indonesian Archipelago lies along the equator, while the rest of Southeast Asia is located in:

- A) the temperate zone of the southern hemisphere.
- B) the tropical zone of the northern hemisphere.**
- C) the temperate zone of the western hemisphere.

ANSWER KEY for page 18

TEST (CONTINUED)

6. In the regions of Southeast Asia affected by monsoons, farmers plant their crops in spring so that:
- A) they will ripen by the following spring.
 - B) they will survive the summer drought.
 - C) they will be watered by the summer's monsoon rains.**
7. Because their habitats have been reduced by loggers and farmers clearing forestlands for agriculture, some animals in Southeast Asia are now:
- A) thoroughly domesticated.
 - B) endangered species.**
 - C) more numerous than ever before.
8. Much of mainland Southeast Asia's best farmland is found along its rivers because:
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 - C) the local volcanoes have enriched the land with large deposits of sodium.
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- A) It divides Vientiane from its suburb, Hanoi.
 - B) It separates the city's financial district from the colorful "left bank" neighborhoods of its local artists.
 - C) It marks the boundary between Laos and Thailand.**
10. Rice is the region's most important grain; it is grown in specially prepared agricultural plots called:
- A) rice orchards.
 - B) rice paddies.**
 - C) rice arroyos.