

CAMBODIA

Mark It on the Map

Locate Cambodia on a world map and on the map on pages 24–25. Use both maps to locate the sites mentioned in the sidebar on page 24. Ask students for words or phrases that describe the initial impression the map of Cambodia gives them. Have students use the map as a reference as they study the issue.

Vocabulary

disenfranchised	equinox
genocide	fallow
ben baat	Tah
pagodas	Chow
slugrith	

Introduction

Read with the class the “Editor’s Message” on page 3. Ask if any students have read about or seen pictures of Cambodia. Then have each student write on a flashcard the facts he or she wants to learn about Cambodia. As the students read through the issue, have each make note of the information he or she wanted and on what page it appears. Make a display of the cards. Note the facts not found. Bring to class encyclopedias and other sources of information on Cambodia. Let students find the answers.

Questions for Discussion

- ➔ When, how, and why were many aspects of the old Khmer culture lost in Cambodia?
- ➔ What does the name “Pol Pot” mean? When did he assume this name, and what was his given name at birth?
- ➔ What are the basic rules every Buddhist monk must follow?
- ➔ For whom did the royal dancers in Cambodia perform? What were the two reasons for their performances?
- ➔ What important natural phenomenon does the Water Festival celebrate?
- ➔ Who built Angkor Wat? For what purpose?
- ➔ What role does the village priestess play among the highlanders of Rattanakiri?
- ➔ How did sun bears get their name? Where are they found?

Writing Workout

Students may complete one or more of the following activities:

- ➔ Read “The Holy Impostors and the Clever Boy” on pages 40–43. Then have students write an essay answering the first set of questions in the “Think About It” box on page 47.
- ➔ Choose five images in the issue that clearly represent Cambodia and its culture. Write a paragraph about each explaining how each does so and what elements clearly make the image unrepresentative of American culture.
- ➔ Choose the festival you like best in the article “A Time to Celebrate” on pages 18–20. Then compare and contrast it with one you celebrate.
- ➔ Read about Angkor Wat on pages 26–31, and study the images. Make a list of five words you might use to describe the area and buildings. Give a reason for each.
- ➔ After reading about Salorn on pages 32–35, what impressed you most about her?
- ➔ Give at least three reasons why the sun bear population is decreasing.

Think About It

Students may complete one or more of the following activities:

- ➔ Have students read the folktale on page 40–43. Then have them each make an entry on a piece of paper or in a journal that explains why Chow Saun exposed the scoundrels and why his action was important. Hold a roundtable discussion with students to address both the questions that are asked on page 47 (second set) and the students’ written entries and explanations.

- Have students reflect on the meaning of the name “Pol Pot” (“the original Cambodian”). Then have students discuss how Pol Pot’s choice of this name mirrored his thoughts about Cambodia, and how they aptly described his later actions in the country.
- Pretend you were to become a Buddhist monk or nun. Write an essay explaining what aspect of monastic life you would find the most difficult. Include what aspects of your present life you would miss the most.
- Why is it important to keep records of ancient traditions? Relate them to facts and items mentioned in this issue.
- Read “Traditional Cambodian Books” on pages 21–22. Make a list of the differences between these books and those you read.
- In what ways do you think water management and storage ability contributed to Khmer prosperity?

Topic for Debate

Debate the following: When a national leader such as Pol Pot initiates a policy of ethnic cleansing, leaders of other countries should join together and force him from office. Allow the students ten minutes to prepare a two-minute opening statement and five-minute argument. Allow the teams five minutes to prepare a two-minute rebuttal. Follow-up: Discuss current world situations that mirror Pol Pot’s ethnic cleansing.

Get Into Art

Students may complete one or both of the following activities:

- Have students make a time line using each of the dates on page 11. Have groups illustrate the events occurring on these dates and label their illustrations.
- Read “A Time to Celebrate” on pages 18–20. Then have the class design a large calendar and illustrate the festivals, including a brief description of each. Display the calendar. Plan a brief celebration to mark each festival.

Class Projects

Students may complete one or both of the following activities:

- Assign each of the people and places defined on page 4 to students. As you read through the issue, make a note of each time the person or place is mentioned and in what context. Let the students make a collage of its references.
- Read the folktale on pages 40–43. Bring to class enough newspapers to distribute among the students. Have students follow the directions for the third activity in “Think About It” on page 47. Make a collage of the stories with a word that describes the type of courage the article represents.

Research Projects

Students may complete one or more of the following activities:

- Assign students to research the significance of the design and the colors of the Cambodian flag.
- Assign students to research the names by which Cambodia has been known since the 1950s. Have the students make a list of the names and the reasons for each change.
- Assign students to research the difference between linear and angular dances. Then have them relate the type of dancing to the costumes and footwear used by the two types of dancers. Have the students present their findings to the class.
- Assign students to research cerebral malaria (page 33) and report their findings to the class.

Just for Fun

Students may complete one or more of the following activities:

- Divide the class into two teams to play chess by Cambodian rules. Let them make their own board and chess pieces.
- Follow the directions on pages 22–23 and make your own Cambodian book.
- Follow the directions on pages 38–39 and make your own banana rice balls.

Follow These Footsteps

Pol Pot

Tah

Chea Samy

Salorn

Tah Tyen