Culture and Religion of Southeast Asia: Module Materials

**TEKS Alignment**

(1) **History.** The student understands how geography and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present. The student is expected to:
   - (A) analyze the effects of physical and human geographic patterns and processes on the past and describe their impact on the present, including significant physical features and environmental conditions that influenced migration patterns and shaped the distribution of culture groups today;
   - (B) trace the spatial diffusion of phenomena such as the Columbian Exchange or the diffusion of American popular culture and describe the effects on regions of contact.

(5) **Geography.** The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to:
   - (A) analyze how the character of a place is related to its political, economic, social, and cultural elements;

(16) **Culture.** The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to:
   - (A) describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world and how these patterns influenced the processes of innovation and diffusion;
   - (B) describe elements of culture, including language, religion, beliefs and customs, institutions, and technologies;

(17) **Culture.** The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:
   - (A) describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive;
   - (C) compare economic, political, or social opportunities in different cultures for women, ethnic and religious minorities, and other underrepresented populations; and
   - (D) evaluate the experiences and contributions of diverse groups to multicultural societies.

(18) **Culture.** The student understands the ways in which cultures change and maintain continuity. The student is expected to:
   - (A) analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion;
   - (B) assess causes, effects, and perceptions of conflicts between groups of people, including modern genocides and terrorism;
   - (C) identify examples of cultures that maintain traditional ways, including traditional economies;

*This project is funded in part by a grant from the National Geographic Society Education Foundation.*
**Key Vocabulary**

- Indochina
- Siam
- Dutch East India Company
- Mon
- Khmer
- Shan
- Karen
- Ethnicity
- Pluralism
- Animism
- Mahayana Buddhism
- Theravada Buddhism
- Taoism
- Islam
- Hinduism
- Christianity
- Lingua franca
- Cultural landscape
- Overseas Chinese
- Chinese Diaspora
- Spatial diffusion

**Key Places** – In addition to the countries and their capitals, the following places have particular historical, cultural or religious significance in Southeast Asia.

- Indochina
- Spice Islands (Moluccas or Maluku Islands)
- Angkor Wat
- Borobudur Temple
- Sukhothai
- Melaka, Malaysia

**Module Introduction**

Southeast Asia is a region defined more by its cultural differences with surrounding regions rather than by any cultural unity within the region. Several countries within this region have more internal cultural diversity than some major world cultural regions. In fact, in many ways, Indonesia could be defined as a culture region all on its own. Its thousands of islands often have their own specific languages and culture groups, which are unrelated even to other parts of the same island – much less those found in other parts of the region. As a result, there are many aspects to teaching the cultures of Southeast Asia.

To begin with, almost every major world religion can be found to a significant degree in this region. Most students (and many people) do not realize that Indonesia has the largest Muslim population in the world. In addition, Hinduism,
Christianity, Buddhism, and many of the Chinese religions can be found here often existing side by side with each other more peacefully than they co-exist in other parts of the world. But these familiar religions may seem a bit different here. People in Southeast Asia tend to put their own unique cultural spin on religions and sometimes create their own individual branches. Take for example the Aglipayan Church, a branch of Catholicism unique to the Philippines. And Islam as practiced in Indonesia is much more moderate than found in Southwest Asia.

This module provides a broad variety of resources with which to teach Culture and Religion in Southeast Asia. The videos for the module feature presentations with content on several World Religions, including Buddhism, Islam, and Christianity, as well as diversity of language, ethnicity, and art. Below the video links, a visual is offered for each country – providing a map, the country’s flag and ethnic, linguistic and religious composition. The same information is also provided as a chart for comparison.

The case study for this module is an examination of one the major culture groups which has shaped this region – the Chinese. Students may already be familiar with the European impact on this region, but the Chinese are often overlooked as colonizers. In Southeast Asia, however, the Chinese have had a much longer impact than the Europeans, and in many ways, this impact is much more systemic – even if it may appear to be more subtle.

The lesson for this module takes advantage of a major cultural resource – UNESCO’s World Heritage Centre and provides real-world application for student learning. Nearly a thousand places worldwide have been designated as being culturally or naturally significant enough to all of humanity to be protected at the international level. Southeast Asia has fewer of these sites than many world regions, but the sites found here provide students with excellent resources for studying the complex cultural diversity found in this region. Students will research sites which have been recommended for inclusion as World Heritage Sites and will present a proposal to the class based upon the actual criteria and site submission used by UNESCO.

**Video Presentations**

- **Culture and Religion of Southeast Asia Full Movie**
  - [http://stream.its.txstate.edu/users/tage/Culture_Religion_Full.mov](http://stream.its.txstate.edu/users/tage/Culture_Religion_Full.mov)
- **Ethnic Conflicts in Southeast Asia**
  - [http://stream.its.txstate.edu/users/tage/Ethnic_Conflicts.mov](http://stream.its.txstate.edu/users/tage/Ethnic_Conflicts.mov)
- **The People of Southeast Asia**
  - [http://stream.its.txstate.edu/users/tage/People.mov](http://stream.its.txstate.edu/users/tage/People.mov)
- **Islam in Southeast Asia**
  - [http://stream.its.txstate.edu/users/tage/Islam.mov](http://stream.its.txstate.edu/users/tage/Islam.mov)
- **Introduction to the Culture of Southeast Asia**
  - [http://stream.its.txstate.edu/users/tage/Intro_Culture.mov](http://stream.its.txstate.edu/users/tage/Intro_Culture.mov)
- **Ethnic and Linguistic Diversity in Southeast Asia**
- **Christianity in Southeast Asia**
  - [http://stream.its.txstate.edu/users/tage/Christianity.mov](http://stream.its.txstate.edu/users/tage/Christianity.mov)
- **Buddhism in Southeast Asia**
  - [http://stream.its.txstate.edu/users/tage/Buddhism.mov](http://stream.its.txstate.edu/users/tage/Buddhism.mov)
- **Artistic Culture of Southeast Asia**
  - [http://stream.its.txstate.edu/users/tage/Artisitic_Dance.mov](http://stream.its.txstate.edu/users/tage/Artisitic_Dance.mov)
- **Cultural Background of Southeast Asia**
  - [http://stream.its.txstate.edu/users/tage/Cultural%20Background.mov](http://stream.its.txstate.edu/users/tage/Cultural%20Background.mov)
Culture and Religion of Southeast Asia - Module Materials 4

- Religious Diversity in Southeast Asia
  - [http://stream.its.txstate.edu/users/tage/Diversity.mov](http://stream.its.txstate.edu/users/tage/Diversity.mov)

**Case Study**

Overseas Chinese Power Point – An examination of the distribution of ethnic Chinese throughout Southeast Asia and the impacts their presence has had throughout Southeast Asia’s history.

**Readings and Visual Resources**

Map of Distribution of Religions in Asia – Cengage Learning Website

- Map of Distribution of Religions in Asia

Reeligions of Southeast Asia – Cindy Kleinmeyer, Northern Illinois University

This presentation provides a historical overview outlining the spread of major religions found in Southeast Asia. The slides include beautiful photography and images from various countries.

- [http://www.niu.edu/cseas/outreach/pdfs/origins_religion.pdf](http://www.niu.edu/cseas/outreach/pdfs/origins_religion.pdf)

Land of Shadows – National Geographic

In August, 2011 National Geographic published a feature article on Myanmar and its emergence from long isolation. The online materials include the full-length text of the article, a photo gallery and a map.

American Geographical Society Library Digital Map Collection – Southeast Asia

A small collection of maps varying in age from 1696 to 1947. This French map from 1884 is particularly interesting, as it shows (in color) the various territories controlled by Spain, the Netherlands, England and France, as well as some of the different names used by the French for territories in this region.


Historical Maps of Southeast Asia – Florida’s Educational Technology Clearinghouse, University of South Florida

Fourteen historical maps of Southeast Asia dating from 1805 to 1922. The collection shows the dwindling borders of Thailand as France and England compete for territory in the area.

- http://etc.usf.edu/maps/galleries/Asia/regional/SoutheastAsia.php

Perry-Castaneda Library Map Collection: Asia Maps – University of Texas at Austin

An extensive collection of maps including historical, thematic, topographic, and general reference maps from all over Asia.

- http://www.lib.utexas.edu/maps/asia.html

South-East Asia’s Chinese - A BBC News report on segregation, university quota policies and other forms of discrimination faced by ethnic Chinese in various Southeast Asian nations.

- http://news.bbc.co.uk/2/hi/asia-pacific/1514916.stm

Islam in Southeast Asia – This website, created by the Asia Society, contains numerous materials on the spread of Islam into Southeast Asia. There is a timeline, a collection of images and maps, and numerous lesson plans for teachers to use.

- http://sites.asiasociety.org/education/islam_in_seasia/index.htm
The following graphics were created using data and images from the CIA World Factbook.

The following table contains the same information as the graphics above, but is provided here in a table to facilitate comparison and analysis:

<table>
<thead>
<tr>
<th>Country Name</th>
<th>Ethnicity</th>
<th>Language</th>
<th>Religion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brunei Darussalam</td>
<td>Malay, Chinese, Indigenous</td>
<td>Malay (Official), English, Chinese</td>
<td>Muslim (Official), Buddhist, Christian, Indigenous Beliefs</td>
</tr>
<tr>
<td>Cambodia</td>
<td>Khmer, Vietnamese, Chinese</td>
<td>Khmer (Official), French, English</td>
<td>Buddhist (Official), Muslim</td>
</tr>
<tr>
<td>Indonesia</td>
<td>Javanese, Sundanese, Madurese, Minangkabau, Betawi, Bugis, Banten, Banjar</td>
<td>Bahasa Indonesia (Official, Modified form of Malay), English, Dutch, Local Dialects (most widely spoken is Javanese)</td>
<td>Muslim, Protestant, Roman Catholic, Hindu</td>
</tr>
<tr>
<td>Lao People’s Democratic Republic</td>
<td>Lao, Kmou, Hmong</td>
<td>Lao (Official), French, English, Ethnic Languages</td>
<td>Buddhist, Christian</td>
</tr>
<tr>
<td>Malaysia</td>
<td>Malay, Chinese, Indigenous, Indian</td>
<td>Bahasa Malaysia (Official), English, Chinese (Multiple Dialects), Tamil, Telugu, Malayalam, Panjabi, Thai, Indigenous Languages in East Malaysia</td>
<td>Muslim (Official), Buddhist, Christian, Hindu, Chinese Religions</td>
</tr>
<tr>
<td>Myanmar (Burma)</td>
<td>Burman, Shan, Karen, Rakhine, Chinese, Indian, Mon</td>
<td>Burmese, Ethnic Languages</td>
<td>Buddhist, Baptist, Roman Catholic, Muslim, Animism</td>
</tr>
<tr>
<td>Philippines</td>
<td>Tagalog, Cebuano, Ilocano, Bisaya/Binisaya, Hilligaynon Illonggo, Bikol, Waray</td>
<td>Filipino (Official, Based on Tagalog), English (Official), Indigenous Dialects</td>
<td>Roman Catholic, Aglipayan (Catholic), Muslim, Evangelical, Iglesia ni Kristo,</td>
</tr>
<tr>
<td>Singapore</td>
<td>Chinese, Malay, Indian</td>
<td>Mandarin (Official), English (Official), Malay (Official), Tamil (Official), Hokkien, Cantonese, Teochow</td>
<td>Buddhist, Muslim, Taoist, Hindu, Catholic, other Christian, None (15%)</td>
</tr>
<tr>
<td>Thailand</td>
<td>Thai, Chinese</td>
<td>Thai, English, Ethnic and Regional Dialects</td>
<td>Buddhist (Official), Muslim, Christian</td>
</tr>
<tr>
<td>Timor-Leste</td>
<td>Austronesian (Malayo-Polynesian), Papuan, Chinese</td>
<td>Tetum (Official), Portuguese (Official), Indonesian, English, Indigenous Languages</td>
<td>Roman Catholic, Muslim, Protestant</td>
</tr>
<tr>
<td>Vietnam</td>
<td>Kinh (Viet), Tay, Thai, Muong, Khmer, Mong, Nung</td>
<td>Vietnamese (Official), English, French, Chinese, Khmer, Mountain Area Languages</td>
<td>Buddhist, Catholic, Hoa Hao, Cao Dai, Protestant, Muslim, None (81%)</td>
</tr>
</tbody>
</table>
Additional Video Resources

“They Call it Myanmar” – Robert H. Lieberman
http://www.theycallitmyanmar.com/

This documentary, shot clandestinely over a 2-year period, examines life in Myanmar. It traces the history of the country from a British colony to independent nation with an elected to leader to the modern military regime of the country. The film brings to light the rich cultural and religious heritage of the country, but also exposes the poverty and difficulty of daily life under extreme censorship. The DVD may be purchased from the film’s website or Amazon, or it can be streamed through Netflix.

Ethnic Conflict and Reform in Myanmar - Stratfor Global Intelligence

Stratfor, a geopolitical analysis firm, has posted dozens of short videos (most around 3 minutes long) on a variety of topics from around the world. While some of the current event videos are up to 2 years old, the topics they address are still relevant. The videos are free to watch online.

A Vision of Rangoon – Asia Society
http://asiasociety.org/new-york/vision-rangoon

As Rangoon becomes increasingly part of the world economy, the face of the historic city is changing. This short (3 min) video presents the highlights from a longer presentation regarding the need to protect the historic architecture of the city. A short reading, a few photos and a link to the entire one and a half hour program are included on the website.

Lesson Plan

World Heritage Sites Project Lesson Plan – Students will research tentative sites for inclusion as a World Heritage Site and make a proposal to the class. The class will vote based upon the same criteria used by UNESCO.
World Heritage Site Project Power Point
UNESCO World Heritage Site Notes
UNESCO Tentative List Investigation
UNESCO Tentative List Student Submission Form
UNESCO World Heritage Site Voting Form
World Heritage Site Project
by Michelle Crane
Teacher Consultant for the Texas Alliance for Geographic Education
Guiding Questions

- How has the cultural landscape of Southeast Asia been shaped by specific culture groups?
- How do specific sites reflect this cultural landscape?
Project Outline

- Groups of 3
- Select a state to represent
- Select 3 sites from the current Tentative List
- For comparison, each group member will research:
  - 1 site from the Tentative List and
  - 1 site from the current World Heritage Site list
- Group will vote to select one of the three sites to propose for inclusion
- Group will prepare and present their proposal to the class
- Class will vote on sites.
  - Sites selected for inclusion will receive an additional 10 points on their final grade
Selection Criteria for World heritage Sites

- 10 selection criteria
- 6 cultural criteria
- 4 natural criteria
- Most sites meet more than one selection criteria
1. REPRESENTS A MASTERCPEICE OF HUMAN CREATIVE GENIUS
SEOKGURAM GROTTO

Criteria (i), (iv)
PALACE AND GARDENS OF SCHONBRUNN

Criteria (i), (iv)
2. Exhibits an important interchange of human values, over a span of time or within a cultural area of the world, on developments in architecture or technology, monumental arts, town-planning or landscape design
HISTORIC MONUMENTS OF ANCIENT KYOTO: TEMPLE OF THE GOLDEN PAVILION

Criteria (ii), (iv)
IMPERIAL PALACES OF THE MING AND QING DYNASTIES: FORBIDDEN CITY IN BEIJING

Criteria (i), (ii), (iii), (iv)
3. Bears a unique or at least exceptional testimony to a cultural tradition or to a civilization which is living or which has disappeared;
MESA VERDE NATIONAL PARK

Criteria (iii)
STONEHENGE

Criteria (i), (ii), (iii)
4. Is an outstanding example of a type of building, architectural or technological ensemble or landscape which illustrates (a) significant stage(s) in human history;
BUDAPEST: BANKS OF THE DANUBE

Criteria (ii), (iv)
TOWER OF LONDON

Criteria (ii), (iv)
5. Is an outstanding example of a traditional human settlement, land-use, or sea-use which is representative of a culture (or cultures), or human interaction with the environment especially when it has become vulnerable under the impact of irreversible change;
MEDINA OF FEZ

Criteria (ii), (v)
CLASSICAL GARDENS OF SUZHOU

Criteria (i), (ii), (iii), (iv), (v)
6. Is directly or tangibly associated with events or living traditions, with ideas, or with beliefs, with artistic and literary works of outstanding universal significance. (The Committee considers that this criterion should preferably be used in conjunction with other criteria);
THE GREAT WALL OF CHINA

Criteria (i), (ii), (iii), (iv), (vi)
CANTERBURY CATHEDRAL

Criteria (i), (ii), (vi)
7. Contains superlative natural phenomena or areas of exceptional natural beauty and aesthetic importance;
8. Outstanding examples representing major stages of earth's history, including the record of life, significant on-going geological processes in the development of landforms, or significant geomorphic or physiographic features;
9. Outstanding examples representing significant on-going ecological and biological processes in the evolution and development of terrestrial, fresh water, coastal and marine ecosystems and communities of plants and animals;
10. Contains the most important and significant natural habitats for in-situ conservation of biological diversity, including those containing threatened species of outstanding universal value from the point of view of science or conservation.
GRAND CANYON NATIONAL PARK

Criteria (vii), (viii), (ix), (x)
Cultural landscapes

- Since 1992, focus has been on cultural/natural interactions demonstrated by cultural landscapes.
- These sites express the “combined works of nature and of man”.
- They illustrate the “evolution of human society and settlement over time, under the influence of physical constraints and/or opportunities presented by their natural environment”.
- These may be relict landscapes (evolutionary process ended in the past) or continuing landscapes (exhibits evolution over time).
Three categories of cultural landscapes

- Clearly defined landscape designed and created intentionally by man
  - Ex: gardens, parklands constructed for aesthetic reasons
- Organically evolved landscape
  - Landscapes developed in response to natural environment
- Associative cultural landscape
  - Landscape which has powerful religious, artistic, or cultural associations without material cultural evidence (may be missing or small)
BLAENAVON INDUSTRIAL LANDSCAPE

Criteria (iii), (iv); Landscape shaped by man as a result of economic opportunity (presence of coal).
Notes & Credits

- Slide 1
  - Power Point and all photos by Michelle Crane; Selection Criteria from http://whc.unesco.org/en/criteria/

- Slide 28
  - Quotes from http://whc.unesco.org/en/culturallandscape/#1

- Slide 30
  - For a short (3 min) video clip of Blaenavon, click on either picture or go to http://whc.unesco.org/en/list/984/video
Exploring World Heritage Sites in Southeast Asia

Grade Level: 9-12

Created By TAGE Teacher Consultant: Michelle Crane

Time Frame: Six 50 minute class periods (The days do not need to be consecutive and some work can be completed at home if students have access to the technology required to complete the lesson. This lesson can be spread throughout the entire unit on Southeast Asia, if desired, particularly if more focus and attention are given to heritage sites which are natural sites. Alternately, the lesson can be compacted if necessary. See NOTE in lesson procedures and suggested Extension activities.)

Curriculum Connection: This lesson is intended to be used in a high school World Regional Geography course in a unit on Southeast Asia. Since Southeast Asia is typically taught towards the end of the school year, it is assumed that the basic tenets of the major world religions have been previously covered. In addition, students should have a basic understanding of the history of European colonization in Southeast Asia. If not, a brief introduction to these topics before beginning this activity may be necessary. This activity provides students to apply their understanding of these topics to investigate the cultural landscape of Southeast Asia.

Learning Outcomes:
Upon completion of this lesson, students will be able to:
1. Identify and apply the modes of spatial thinking,
2. Identify the major culture groups which have shaped the cultural landscape of Southeast Asia,
3. Explain the cultural significance of sites throughout Southeast Asia, and
4. Evaluate the importance of specific cultural sites in Southeast Asia,

TEKS Strand(s) Objective(s):
(1) History. The student understands how geography and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present. The student is expected to:
(A) analyze the effects of physical and human geographic patterns and processes on the past and describe their impact on the present, including significant physical features and environmental conditions that influenced migration patterns and shaped the distribution of culture groups today;
(B) trace the spatial diffusion of phenomena such as the Columbian Exchange or the diffusion of American popular culture and describe the effects on regions of contact.

This project is funded in part by a grant from the National Geographic Society Education Foundation.
(16) **Culture.** The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to:

(A) describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world and how these patterns influenced the processes of innovation and diffusion;
(B) describe elements of culture, including language, religion, beliefs and customs, institutions, and technologies;

(17) **Culture.** The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:

(A) describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive;

(18) **Culture.** The student understands the ways in which cultures change and maintain continuity. The student is expected to:

(A) analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion;

(23) **Social studies skills.** The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results;

**Materials :**

<table>
<thead>
<tr>
<th>For Student Use:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>UNESCO World Heritage Site Notes</td>
<td>One printed form per student; hand to students upon entering</td>
</tr>
<tr>
<td></td>
<td>class on the first day of the assignment. This form is part of</td>
</tr>
<tr>
<td></td>
<td>the <strong>Individual Major Grade.</strong></td>
</tr>
<tr>
<td>UNESCO Tentative List Investigation</td>
<td>One form per group of three students - students may type</td>
</tr>
<tr>
<td>Form</td>
<td>their information directly onto the electronic form, or a</td>
</tr>
<tr>
<td></td>
<td>printed handout may be provided for students to write upon.</td>
</tr>
<tr>
<td></td>
<td>This form is part of the <strong>Individual Major Grade.</strong></td>
</tr>
<tr>
<td>UNESCO Tentative List Student</td>
<td>One form per group of three students – students may type</td>
</tr>
<tr>
<td>Submission Form</td>
<td>their information directly onto the electronic form, or a</td>
</tr>
<tr>
<td></td>
<td>printed handout may be provided for students to write upon.</td>
</tr>
<tr>
<td></td>
<td>This will be the final document handed in for the **Group</td>
</tr>
<tr>
<td></td>
<td><strong>Major Grade.</strong></td>
</tr>
<tr>
<td>UNESCO World Heritage Site Voting</td>
<td>One printed form per student – students will record their</td>
</tr>
<tr>
<td>Form</td>
<td>votes for each proposal and write a brief justification for their</td>
</tr>
<tr>
<td></td>
<td>vote here. This form is part of the <strong>Individual Major Grade.</strong></td>
</tr>
<tr>
<td>Computer lab with internet connection</td>
<td>Students will work together for part of the lesson, but will</td>
</tr>
<tr>
<td></td>
<td>need access to individual computers for independent</td>
</tr>
<tr>
<td></td>
<td>research.</td>
</tr>
</tbody>
</table>

Texas Alliance for Geographic Education
http://www.geo.txstate.edu/tage/
September 2013
### For Teacher Use:

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNESCO World Heritage Center Interactive Map</td>
<td>To display for Warm Up. Map is located at: <a href="http://whc.unesco.org/en/interactive-map/">http://whc.unesco.org/en/interactive-map/</a></td>
</tr>
<tr>
<td>Computer with internet connection and projection device</td>
<td></td>
</tr>
<tr>
<td>World Heritage Site Project Power Point</td>
<td></td>
</tr>
<tr>
<td>Modes of Spatial Thinking.pdf</td>
<td>For teacher reference</td>
</tr>
</tbody>
</table>

**References:**


**Strategies:** During this lesson, students will utilize and apply the Modes of Spatial Thinking developed by Carol and Phil Gersmehl of the NY Center for Geographic Learning. The question structure and hierarchy are designed to increase students’ ability to think spatially. Students will use the modes to analyze maps and particular geographic locations during the lesson. They will then evaluate the locations to determine cultural significance.

**Procedures to conduct the lesson:**

Starting the Lesson: Day One (5 minutes)

Warm up: As students enter the classroom, hand them the UNESCO World Heritage Site Notes handout. Display the UNESCO World Heritage Center Interactive Map. Have students read the warm up notes and complete the warm up questions on their handouts. After students have completed answering, you may spend a few minutes discussing their answers.

**NOTE:** When discussing the map analysis, you might wish to discuss cultural bias with your students and how that may affect the distribution of heritage sites around the world.
The Lesson: Introduce the geographic question for the lesson:

**Asking Geographic Questions: Day One**

*Introduce the geographic question for the lesson: (5 minutes)*

How has the cultural landscape of Southeast Asia been shaped by specific culture groups? How do specific sites reflect this cultural landscape?

*Introduce Project: (30 to 40 minutes)*

Present the World Heritage Site Project Power Point. While you are presenting the power point, have students complete the notes section on their UNESCO World Heritage Site Notes handout. They can use these notes to refer back to while completing the project.

Explain to the students that they will be researching particular sites within Southeast Asia to explore the major culture groups which have shaped the cultural landscape of the region. The term cultural landscape, as it is used by UNESCO, is defined in the power point. If the students are not familiar with UNESCO, take this opportunity to introduce them to the United Nations Educational, Scientific and Cultural Organization and its mission to protect sites which demonstrate outstanding universal significance to the world’s cultural and natural heritage. At this time, it may be necessary to discuss a few key points with students:

1. **State/Country:** Students often become confused by the terms “state”, “country” and “nation”. For the purposes of this lesson “state” is used to describe a sovereign entity which controls its own territory and is a member of the United Nations. In this case “state” refers to the same concept which most students describe as a “country”. In order to complete this lesson, it is important to understand this use of the term “state”. It is not necessary to go into “nation”, “nation-state” or “stateless nation” to complete the lesson, but if time allows, the teacher may take the opportunity to do so here.

2. **Documenting sources:** Since various schools and departments utilize different methods of source documentation, the lesson handouts do not specify which system to use. However, the grading rubric does expect that students will have documented sources “as specified by the teacher”. Make sure to inform the students which documentation method your school/department prefers. If there is not a specific method for your school/department, consider APA (the method used for this lesson) or MLA. The school librarian is usually an excellent source of information on proper formatting of sources.
3. Visual presentation: Since the availability of technology varies from school to school (and to allow students to work from home, if necessary) a specific form of visual presentation is not listed in the lesson. If necessary, students can create a paper poster. Of course, Power Point is also acceptable. In addition, you might consider Glogster EDU – a powerful online site which allows students to create electronic posters which can include videos, music, etc. Teachers can subscribe for a small fee and students can create and post their “glogs” online for presentation, or PhotoStory – a free to download software program which allows students to create narrated slideshows with background music. The grading rubric can be applied to any of these forms of visual presentation.

4. Natural Sites: As written, this lesson explores only cultural sites or sites which reflect “cultural landscape” as described in the power point. As such, natural sites and their criteria are not covered thoroughly in the power point. If desired, this project can be expanded to include natural sites and can be applied to a larger study of the region - see “Extensions” at the end of the lesson for more information.

5. Examples in the Power Point: The examples in the power point are selected from around the world and do not reflect the cultural landscape of Southeast Asia. This was done so that students could not gain an unfair advantage by choosing sites from the initial power point. If time is an issue, the lesson can be condensed if the teacher selects World Heritage Sites located in Southeast Asia to use as examples in the power point. If this is done, the students do not need to complete the comparison with a current site, which will reduce their research and presentation time.

Acquiring Geographic Information & Organizing Geographic Information:

Day Two & Three (entire period each day, if completing all work in class)

Distribute the UNESCO Tentative List Investigation Form to students. This may be printed and handed out, or it can be made available electronically. Students will follow directions on form to complete the research phase of the project. If desired, the teacher can collect the forms at the end of each class period in order to monitor each student’s daily progress.
NOTE: If class time is limited and students have access to the internet, the research phase of this project can be completed at home over the next several days while class time is devoted to other activities. Since each student is to research his/her own site independently, it is not necessary for students to work together at this point. In this case, teachers should set deadlines during the research period in order to check student progress.

Analyzing Geographic Information: Day Four (entire period)

Once students have completed their independent research, they will meet together as a group to vote on one site to propose. The group should analyze the sites in order to determine which site has the best chance for selection based upon the selection criteria presented on the first day of the project. After completing their selection, the group should obtain the UNESCO Tentative List Student Submission Form. They should complete the form and their visual presentation at this time.

NOTE: Once the group has selected one site, the group can divide up the responsibility for different sections of the presentation and again work outside class to save in-class time.

Presentations: Day Five and Six (depending upon class size)

Distribute the UNESCO World Heritage Site Voting Form as students enter the class. Each group will present their proposal. The class will make notes on the Voting Form and “vote” on whether or not the site should be included as a World Heritage Site. There is not a limit on the number of sites which can be included, so it is possible for all proposals to be accepted. The teacher can set a limit, if desired.

End the Lesson: Day Six (10 minutes)

Answering Geographic Questions: Repost the initial questions for the project. Have students answer the questions in a short one or two paragraph written assignment. (This section of the lesson may be used on a formal assessment for the entire unit on Southeast Asia at the teacher’s discretion.)

Questions:

Evaluation/Assessment: Due to the length and complexity of this project, there are several opportunities for assessment. Students should be monitored throughout the project in order to assess each student’s participation in the group. In addition, daily completion grades may be recorded using the following lesson components:
UNESCO World Heritage Site Notes
UNESCO Tentative List Investigation Form
UNESCO World Heritage Site Voting Form
**Group Major Grade:** The group’s final grade should be determined using the following rubric and based upon the following components:

UNESCO Tentative List Student Submission Form

Visual Presentation

5 points total:

<table>
<thead>
<tr>
<th>Content</th>
<th>Not There Yet</th>
<th>Satisfactory</th>
<th>Clearly Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Point</td>
<td>Site description is inadequate and location is missing or incorrect.</td>
<td>Site description is adequate. Site location is correct.</td>
<td>Site is richly described and correct location is provided.</td>
</tr>
<tr>
<td></td>
<td>Justification merely lists features of the site; analysis of site’s significance is largely missing or is incorrect.</td>
<td>Justification shows an understanding of the cultural significance of the site.</td>
<td>Justification shows a deep understanding of the cultural significance of the site.</td>
</tr>
<tr>
<td></td>
<td>Criteria are inappropriately applied and justification for criteria is largely missing or is inadequate.</td>
<td>Criteria and justification are correct and show good analysis of the site.</td>
<td>Criteria and justification show thorough analysis of site and evaluation of site’s significance.</td>
</tr>
<tr>
<td></td>
<td>Comparison site is largely missing or is inappropriate.</td>
<td>Comparison site is appropriate and described adequately.</td>
<td>Comparison site is richly described and selection enhances tentative site’s importance or significance.</td>
</tr>
<tr>
<td></td>
<td>Written answers do not utilize appropriate vocabulary.</td>
<td>Written answers utilize appropriate vocabulary.</td>
<td>Written answers reveal a thorough understanding of appropriate vocabulary.</td>
</tr>
<tr>
<td></td>
<td>Answers are difficult to read due to spelling and/or grammar errors.</td>
<td>Answers are easy to read, but may contain spelling and/or grammar errors.</td>
<td>Sources are present and formatted correctly.</td>
</tr>
<tr>
<td></td>
<td>Sources are missing or not formatted correctly.</td>
<td>Sources are present and formatted correctly.</td>
<td>Sources are varied and formatted correctly.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Appearance</th>
<th>0.75 Points</th>
<th>1.25 Points</th>
<th>2 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Map of site locations is missing or is difficult to read.</td>
<td>Map of site locations is clear and easy to read.</td>
<td>Map of site locations is clear, easy to read, and very attractive. Mapping technology, such as Google Earth, is used.</td>
</tr>
<tr>
<td></td>
<td>Only one or two photos (each) for tentative and comparison site are included.</td>
<td>Three to four different photos for each site are included.</td>
<td>More than four photos for each site are presented. Photos provide varied aspects of the site (interior shots, detail shots, etc.)</td>
</tr>
<tr>
<td></td>
<td>Photo quality is low; photos are difficult to see.</td>
<td>Photos are clear and easy to see.</td>
<td>Photos are clear, easy to see and formatted to enhance presentation.</td>
</tr>
</tbody>
</table>
**Individual Major Grade:** A student’s individual grade for this project should be based upon the following lesson components:
- Written Assignment
- UNESCO World Heritage Site Notes
- UNESCO Tentative List Investigation Form
- UNESCO World Heritage Site Voting Form

<table>
<thead>
<tr>
<th>Content</th>
<th>Not There Yet</th>
<th>Satisfactory</th>
<th>Clearly Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 Point</td>
<td>2 Points</td>
<td>3 Points</td>
</tr>
<tr>
<td>Written assignment answer does not adequately address the Guiding Questions and does not contain information learned from the project.</td>
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<td></td>
<td></td>
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<tr>
<td>Information on individual handouts is largely incorrect.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written assignment answer does not utilize appropriate vocabulary.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answers are difficult to read due to spelling and/or grammar errors.</td>
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</table>

<table>
<thead>
<tr>
<th>Participation</th>
<th>0.75 Points</th>
<th>1.25 Points</th>
<th>2 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual handouts are largely incomplete or demonstrate minimal effort.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student was frequently off-task.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student contribution to final group proposal is unclear or not present.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Participation:
- 0.75 Points
  - Individual handouts are largely incomplete or demonstrate minimal effort.
  - Student was frequently off-task.
  - Student contribution to final group proposal is unclear or not present.

- 1.25 Points
  - Individual handouts are largely complete and demonstrate adequate effort.
  - Student was mostly on-task and self-directed.
  - Student contribution to final group project is obvious.

- 2 Points
  - Individual handouts are complete and demonstrate significant effort.
  - Student was largely on-task and self-directed.
  - Student contribution to final group project is significant.
Extension: If desired, this lesson can be extended to create a focal point for your entire unit on Southeast Asia. The project can be presented after an initial introduction to the region, and the proposals can be used as a final assessment grade for the entire unit. See the suggested alterations below:

1. To include the physical geography of the region, make sure students investigate natural sites in the region, as well as cultural sites. This is an easy adjustment since there are quite a few natural sites, particularly in the Philippines and Indonesia.

2. By assigning extra research days, students can explore the implications of World Heritage Site selection – socially, economically, culturally, politically, and environmentally. While selection as a World Heritage Site is generally viewed in a positive light, there are some negative side effects, including limitations on how the site can be developed. For example, the Medina in Fez is an amazing cultural treasure, but for the people living in the Medina, its status as a WHS limits their ability to improve or modernize their homes and can limit their ability to expand their businesses. Some sites, such as Dresden in Germany have been de-listed because of modern improvements added to the area. Students can explore and discuss these less positive effects.

3. Many of the natural sites are selected in order to protect them from the environmental impact of human activities. Students can explore economic activities in the region and their impact on both cultural and natural sites.

4. Students can research each site in more detail, including current efforts to protect the site by local and national organizations and their successes or failures to protect the site. Attention can be paid to the political system of the proposing state and its ability/willingness to protect sites such as this.

5. The proposal can be lengthened to include a discussion of the positive and negative impacts each site may experience as a result of selection – and non-selection. In addition, an analysis of the impact economic and political activities have had on the site can be included.

6. Visual presentation can be expanded to include more detailed maps of the site, area and state (including other sites within the state). Gifted/artistic and technologically minded students can create a 3D model or flyover of the site in Google Earth.
UNESCO Tentative List Investigation Form

I. **State**: You and your group of three will select a state in Southeast Asia to represent. **NOTE**: Brunei and Timor-Leste do not have any sites on the Tentative List. In addition, the information for Cambodia and Laos is listed in French. You may still select these sites if you can translate the information or are able to locate an English source for the information. List your selection below.

**State Your Group is Representing:** ____________________________________

II. **Site Selection**: Next, you will select 3 sites your group will research in order to select one to nominate for inclusion as a World Heritage Site. Your group should focus on cultural sites or sites which reflect cultural landscape. You may need to read the site description in order to determine which type of site it is. Each member will select one site each to research. Select your sites from the Tentative List for your state available at: [http://whc.unesco.org/en/tentativelists/](http://whc.unesco.org/en/tentativelists/). The list of states is along the right hand side of the webpage. Click on your state to see your list.

**Group Members:** ____________________________________

**Potential Site Each Member is Researching:**

____________________________________

____________________________________

____________________________________

III. **Research Your Site**: Select the site you will research from the Tentative List for your state. You will be directed to information about your site. Complete the following questions. You may use additional sources of information, but you MUST document your sources.

<table>
<thead>
<tr>
<th>Spatial Thinking Concept</th>
<th>Explanation</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Where is this site? Use absolute and relative location to describe the location.</td>
<td></td>
</tr>
<tr>
<td>Conditions (Site)</td>
<td>What is at this place? Be as descriptive as possible. Include physical and human features. Who built this place?</td>
<td></td>
</tr>
<tr>
<td>Connections (Situation)</td>
<td>How is this place linked to other places?</td>
<td></td>
</tr>
</tbody>
</table>

This project is funded in part by a grant from the National Geographic Society Education Foundation.
| Connections (continued) | Does this place reflect the presence of distant culture groups?  
|                        | If so, how does this place connect to that group?  
| Aura (Influence)       | What effect(s) does this place have on nearby areas?  
| Region                 | What nearby places are similar to this place?  
|                        | Can these places be grouped together culturally, socially, politically, historically, etc.?  
|                        | Is this place part of a group of sites that should be protected?  
|                        | If so, what defines this region?  
| Hierarchy              | What makes this place more important or significant than other places?  
|                        | Why is this place a better example of its cultural/historical/political/economic importance than other places?  
| Change over Time       | How has this place changed over time?  
|                        | Include a brief explanation of the history of this place.  
|                        | What did it used to be like?  
|                        | What is it like now?  

Texas Alliance for Geographic Education  
http://www.geo.txstate.edu/tage/  
September 2013
Why have these changes occurred?
Do continuing changes represent a threat to this place?

**Spatial Processes**
How did this place come to be here?
What processes are responsible for its location – physical, historical, cultural, political, religious, social, economic, etc?

**Other Information**
Is there any other information you feel you need to include about this place?

---

**IV. Research a Comparison Site:** Each member of your group will also research at least one site with which to compare your nominated site. It should be a site which is similar to your proposed site in terms of significance and criteria. The list of current World Heritage Sites for your state is available at: [http://whc.unesco.org/en/list/](http://whc.unesco.org/en/list/). Scroll down to find your state on the list. After you have made your selections, conduct your research and answer the questions. You may use additional sources of information, but you MUST document your sources.

**Group Members:**

**UNESCO Site Each Member is Researching:**

<table>
<thead>
<tr>
<th>Group Members:</th>
<th>UNESCO Site Each Member is Researching:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

**Spatial Thinking Concept**

<table>
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<tr>
<th>Spatial Thinking Concept</th>
<th>Explanation</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Where is this site? Use absolute and relative location to describe the location.</td>
<td></td>
</tr>
</tbody>
</table>
| Conditions (Site) | What is at this place?  
|                  | Be as descriptive as possible.  
|                  | Include physical and human features.  
|                  | Who built this place? |

| Connections (Situation) | How is this place linked to other places?  
|                        | Does this place reflect the presence of distant culture groups?  
|                        | If so, how does this place connect to that group?  
|                        | Is this place linked to your Tentative List site?  
|                        | If so, explain how it is connected. |

| Comparison | How is this place similar to your Tentative List site?  
|            | How is it different?  
|            | What processes explain the similarities and differences? |

| Aura (Influence) | What effect(s) does this place have on nearby areas? |

| Region | What nearby places are similar to this place?  
|        | Can these places be grouped together culturally, socially, politically, historically, etc.?  
|        | Is this place part of a group |
| Name: ______________________________ | Date: _______________
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>of sites that should be protected?</strong></td>
<td></td>
</tr>
<tr>
<td>If so, what defines this region?</td>
<td></td>
</tr>
<tr>
<td><strong>Hierarchy</strong></td>
<td></td>
</tr>
<tr>
<td>What makes this place more important or significant than other places?</td>
<td></td>
</tr>
<tr>
<td>Is this site more or less significant than your Tentative List site? Explain your answer.</td>
<td></td>
</tr>
<tr>
<td><strong>Change over Time</strong></td>
<td></td>
</tr>
<tr>
<td>How has this place changed over time? Include a brief explanation of the history of this place.</td>
<td></td>
</tr>
<tr>
<td>What did it used to be like?</td>
<td></td>
</tr>
<tr>
<td>What is it like now?</td>
<td></td>
</tr>
<tr>
<td>Why have these changes occurred?</td>
<td></td>
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<tr>
<td><strong>Spatial Processes</strong></td>
<td></td>
</tr>
<tr>
<td>How did this place come to be here?</td>
<td></td>
</tr>
<tr>
<td>What processes are responsible for its location – physical, historical, cultural, political, social, economic, etc?</td>
<td></td>
</tr>
<tr>
<td><strong>Other Information</strong></td>
<td></td>
</tr>
<tr>
<td>Is there any other information you feel you need to include about this place?</td>
<td></td>
</tr>
</tbody>
</table>
V. Select your site for nomination: As a group, vote on which of your three sites has the best chance for selection.

Our state’s selected site for proposal: ________________________________

VI. Proposal: Obtain the Tentative List Submission Form from your teacher. As a group, complete the form and visual presentation as directed on the form. You will submit your site for proposal to the class as a whole, which will vote on whether or not your site should be included as a World Heritage Site. If your site is selected, you and your group will receive an extra 10 points on your final grade.
TENTATIVE LIST SUBMISSION FORM

SUBMISSION PREPARED BY:

Name:

Name:

Name:

DATE OF SUBMISSION:

Name of Property:

State, Province or Region:

Latitude and Longitude, or UTM coordinates (Use Google Maps or Google Earth to find this):

Description of Property or Site:

Justification of Outstanding Universal Value:
(Make sure to include information regarding the historical, cultural, religious, or natural value the site has. This answer should be about one paragraph, but a longer answer is acceptable.)

Criteria considered to be met:
(Please tick the box corresponding to the proposed criteria and justify the use of each below. Write at least a one paragraph justification for each criterion you select.)

Criterion
(i)  (ii)  (iii)  (iv)  (v)  (vi)  (vii)  (viii)  (ix)  (x)

Comparison with other similar properties:
(The comparison should outline similarities with other properties on the World Heritage List and the reasons that make the property stand out. This comparison should be several paragraphs.)

Presentation:
(You should prepare a visual presentation of your selected site. Your presentation should include a map indicating the location of your site (feel free to use mapping technology such as Google Earth), several photographs of the site, the criteria your site meets, an outline of your comparison to another site in your country, and a list of your research sources in proper format.)

This project is funded in part by a grant from the National Geographic Society Education Foundation.
UNESCO World Heritage Site Notes

I. Warm Up: Map Analysis

Look at the map your teacher is displaying. This is a map of sites which are protected as World Heritage Sites – sites which UNESCO has designated as being significant to the human race as a whole, not just a particular culture or nation. These sites are protected by international convention. In case you have difficulty reading the key, the yellow dots indicate cultural sites (750), the green dots indicate natural sites (193), the yellow/green dots indicate the site is both cultural and natural (29), and the red dots indicate the site is threatened (44). Looking at the map, answer the following questions:

1. Spatial Distribution/Location: Which world regions contain the most sites?

2. Spatial Distribution/Location: Which world regions contain the fewest sites?

3. Pattern: Do you see a pattern in the distribution of the sites? If so, describe the pattern.

4. Association/Correlation: Do you see clusters of particular types of sites? For example are cultural sites “clustered” in certain places? What about the other types?

5. Do you see clusters of natural sites, combined sites or threatened sites?

6. Spatial Processes: What processes (cultural, historical, political, economic, etc.) might explain why these sites are located where they are?

7. Spatial Processes: What processes (cultural, historical, political, economic, etc.) might explain why some countries/regions have large numbers of sites? What processes might explain why some countries/regions have none or very few?

8. Exceptions/Outliers: Are there sites which seem outside or beyond the clusters or patterns of the others? If so, where are they located?

This project is funded in part by a grant from the National Geographic Society Education Foundation.
II. Notes – Use the graphic organizer below to organize your notes from the World Heritage Site Project presentation.

<table>
<thead>
<tr>
<th>Guiding Question</th>
<th>(What question is this project attempting to answer?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria Number</td>
<td>Cultural or Natural</td>
</tr>
<tr>
<td>1 (i)</td>
<td></td>
</tr>
<tr>
<td>2 (ii)</td>
<td></td>
</tr>
<tr>
<td>3 (iii)</td>
<td></td>
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<tr>
<td>4 (iv)</td>
<td></td>
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<td>5 (v)</td>
<td></td>
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<td>6 (vi)</td>
<td></td>
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<td>7 (vii)</td>
<td></td>
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<tr>
<td>8 (viii)</td>
<td></td>
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<tr>
<td>9 (ix)</td>
<td></td>
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<td>10 (x)</td>
<td></td>
</tr>
<tr>
<td>Group Members</td>
<td>State Representing</td>
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</tbody>
</table>

This project is funded in part by a grant from the National Geographic Society Education Foundation.
Overseas Chinese

A Case Study on the Chinese Diaspora to Southeast Asia
by Michelle Crane
Teacher Consultant for the Texas Alliance for Geographic Education
Who are the Overseas Chinese?

- Chinese emigrants
- Roughly 55 million worldwide
- Business owners, traders, fishermen, miners, retailers, craftsmen
- Still retain strong economic and cultural ties with mainland China
Early Period of Emigration

- First wave left China around 2000 years ago.
  - Their goal was to establish colonies.
  - Most of them settled in Southeast Asia
- Permanent colonies established during the Song Dynasty (960 - 1279 AD)
  - Philippines
  - Java
  - Vietnam
  - Malaya
Voyages of Zheng He/Ming Dynasty

- Starting in 1403, Zheng He led a series of voyages around Southeast Asia, the Indian Ocean and Africa.
  - Purpose was to establish trade and increase tribute sent to China’s Ming dynasty emperors
  - Melaka became a major trading port.
  - Thousands of Chinese moved to Melaka to set up trade;
  - Many then moved further into other parts of Malaysia, Sumatra and Java and
  - Formerly established colonies expanded.
Qing Dynasty

- The 19th century saw the largest out-migrations of Chinese.
  - Economic decline during the Qing Empire
  - Populations pressures in southern China, especially in Guangdong (which had a history of international trade)
  - Availability of steam ship travel made leaving easier

- Most moved to Southeast Asia
  - European colonizers needed workers for mines and plantations
  - Many Chinese were hired as agents by European owners
  - Colonial commercial centers provided opportunities for Chinese entrepreneurs
    - many became moneylenders and shop owners
Qing Dynasty

- Had to share economic opportunities with Indian immigrants in Burma and Malaysia
- Other Southeast Asian countries, however, did not have any rival groups.
  - Ethnic Chinese made up half of the population of Bangkok during this time.
- By World War II, 15 million ethnic Chinese lived overseas in Southeast Asia alone.
Communist Revolution to Present

- Civil War and Communist Revolution caused many more Chinese to flee.
- Today, there are 55 million Overseas Chinese in Southeast Asia
Overseas Chinese in Southeast Asia

Legend
- 1% - 2%
- 3%
- 4% - 20%
- 21% - 77%

Coordinate System: World Robinson
Central Meridian: 100°E
Impact of Overseas Chinese

- About 10% of Southeast Asia’s population
- Control about 2/3 of retail trade in Southeast Asia

- Thailand
  - 10% of population
  - Own 81% of businesses

- Malaysia
  - 29% of population
  - 69% of share capital

- Philippines
  - 2% of population
  - Half of share market

- Singapore
  - 75% of population
  - Control 90% of economy

- Indonesia
  - 3.5% of population
  - Own 70% of businesses
Life for Overseas Chinese

- Tend to maintain family, economic and cultural connections to mainland China
- Businesses are family-owned; tend to hire family members
- Buy large numbers of businesses and form conglomerations – with family members running individual businesses
- Seen as wealthy and prosperous by locals, but there is some resentment due to disproportionate wealth and power.
- Have faced discrimination, prejudice and even violence in some countries like Indonesia and the Philippines.
- Unlike the rest of Southeast Asia – in Thailand, the Overseas Chinese have assimilated into Thai society.
Bibliography


Notes & Credits

- Slide 8
  - Map created by Michelle Crane. Data obtained from the CIA World Factbook.