



Introduction to Southeast Asia - Brunei

Ohio Standards Connection

CONTENT AREA STANDARD: People in Societies (Grade 6)

Benchmark: A. Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures.

Indicator: Cultures 1. Compare the cultural practices and products of the societies studied including:

- a. Class structure;
- b. Gender roles;
- c. Beliefs;
- d. Customs and traditions.

Lesson Summary: This lesson focuses on the Southeast Asian country of Brunei. This small nation shares the island of Borneo with Malaysia and Indonesia. Gaining independence from the United Kingdom in 1984, Brunei has become one of the richest nations in Southeast Asia through the sale of oil and natural gas. While this particular lesson contains only a short introduction to Brunei, teachers are encouraged to build on resources provided in this lesson to expand the lesson plan for other subjects.

Commentary: This lesson plan was constructed as a brief introduction to Brunei for teachers planning a visit from Ohio Valley International Council Cultural Consultants. Many times consultants are invited into the classroom with students entirely unaware of any aspect of their particular country. While this is understandable, prior learning on the part of the students about the consultant's country will increase retained knowledge and understanding for students. Teachers are encouraged to introduce countries to students prior to the visit for an integrated and holistic approach to learning.

Estimated Duration: minimum 50 minutes - expandable



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Pre-Assessment:

- Students will be able to locate Southeast Asia on a world map.
- Students will be able to name several of the countries within Southeast Asia.
- Students will be able to locate Thailand within the larger context of Southeast Asia.

Scoring Guidelines: Students are assessed on their willingness to participate in map activities. They should be able to complete to above listed activities with the help of their teacher and then on their own.

Post-Assessment:

- Students will understand some of the history of Brunei and discover the current state of Brunei through contact with the Brunei embassy.

Scoring Guidelines: Students should be able to complete the attached form letter to the Brunei embassy, requesting further information about the country.

Instructional Procedures:

1. The teacher should inform students that a visitor from another country will join the class that week. He/she should also explain the visitor's purpose in coming so that students may understand the importance of interaction with the world in its entirety.
2. A world map should be provided for students. Students will look at the map to try to identify Asia. The teacher will then help students identify the area of Southeast Asia. Students will identify some of the countries within this geographical area. Finally, the teacher will inform the students that today's lesson will focus on Brunei.
3. The attachment titled *Brunei Form Letter* should be distributed to the students.
4. Students should be informed that they will each be writing a letter to the Brunei Embassy requesting information on the country.
5. Students should read through the letter with the teacher to ensure that they understand what information should be written in the given blanks.
6. Students will then accompany their teacher to the library where students will complete research to discover three facts about Brunei to complete their letters.
7. The teacher should collect the completed letters, compile, and send to: Embassy of Brunei Darussalam, 3520 International Court, NW, Washington D.C. 20008.



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Differentiated Instructional Support: Kinesthetic learners will gain the most from this lesson as much of it centers around individualized research conducted in the library.

Extension: This lesson can be expanded to include other aspects of Brunei and its people once the information is received from the embassy. Brunei tourist information is beautifully produced and should provide a beautiful visual image of the country and in-depth information for students.

Vocabulary:

Technology Connections: The Internet is always a great tool to use both for teachers researching a topic and students learning about a new subject. In this case the Internet could be used not only to research, but also to locate source materials from libraries around the country.

- <http://www.brunei.gov.bn/index.htm>

Library Research Connections:

- Wild Borneo: The Wildlife and Scenery of Sabah, Sarawak, Brunei, and Kalimantan by Nick Garbutt, Cede Prudente (ISBN 0262072742)
- The Singing Top: Tales from Malaysia, Singapore, and Brunei (World Folklore Series) by Margaret Read MacDonald (ISBN 1591585058)
- East Malaysia and Brunei: Periplus Adventure Guides, Wendy Hutton (Editor) (ISBN 9625931805)
- Lonely Planet Malaysia, Singapore & Brunei by Simon Richmond, Damian Harper (ISBN 1740597087)
- Brunei: Country Profile at <http://www.internationalstudies.ohio.edu/activities-outreach/teacher-resources.html>

Homework and/or Home Connections: Homework can be assigned the day prior to the actual teaching of the lesson. For this assignment, students can be asked to converse with their parents and discover what they can tell them about Brunei. This is a great way to encourage parents to help their child with homework, but also provides a multitude of facts that can be researched about Thailand in an extension to the original lesson.

Attachments:

Attachment A, *Brunei Form Letter*

Date: _____

Name: _____

Address: _____

Dear Embassy of Brunei Darussalam,

My name is _____.

I am learning about Brunei Darussalam in my class at school. Here are three facts that I have learned about your country.

1. _____

_____.

2. _____

_____.

3. _____

_____.

Although I have learned a lot about your country, I am interested in learning more. Please send me any information that you may have about Brunei Darussalam.

Thank you,
