

# The Amazing Khmer

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<b>Grade Level</b>	6 and High School
<b>Duration</b>	2 class periods

## National Standards

### GEOGRAPHY

#### Element 5: Environment and Society

- 14. How human actions modify the physical environment
- 15. How physical systems affect human systems

#### Element 6: The Uses of Geography

- 17. How to apply geography to interpret the past

## AZ Standards

### ELA

#### Key Ideas and Details

**6.RI.2** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**9-10.RI.2** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

#### Writing

#### Text Types and Purposes

**6.W.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

**9-10.W.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

## Arizona Social Science Standards

### GEOGRAPHY

#### Human-environment interactions are essential aspects of human life in all societies.

6.G2.1 Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere.

HS.G2.1 Analyze interactions within and between human and physical systems.

#### Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.

HS.G3.3 Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.

HS.G3.4 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration settlement.

#### Global interconnections and spatial patterns are a necessary part of geographic reasoning.

6.G4.1 Explain why environmental characteristics vary among different world regions.

### HISTORY

#### The development of civilizations, societies,

- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e. Establish and maintain a formal style and an appropriate tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**cultures, and innovations have influenced history and continue to impact the modern world.**

6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.  
 HS.H1.7 Analyze how technological innovation and trade has affected economic development and transformed societies.

## Overview

Ancient civilizations needed to be resourceful and innovative in how they interacted with their environment to create sustainable communities. They were often at the mercy of their environment. Depending on the changing environment and demands of population could mean survival or collapse of a community. Knowing about this dilemma makes students better decision makers.

## Purpose

In this lesson, students will gain a better understanding of how the Khmer Kingdom in Cambodia managed their natural resources to create a sustainable community at Angkor and what challenges they eventually faced that led to its collapse.

## Materials

- The Amazing Khmer reading
- The Amazing Khmer-Teacher Script
- The Amazing Khmer PowerPoint
- Angkor Writing Prompt 1 and 2
- Angkor Writing Scoring Guide 1 and 2
- Vocabulary Cards

## Objectives

The student will be able to:

1. Describe the construction techniques used by the Khmer.

2. Describe how and why the Khmer built their system of waterworks.
3. State reasons for the collapse of the city of Angkor.
4. Compare two ancient civilizations

## Procedures

*Prior to the Lesson: Familiarize yourself with the script to the PowerPoint so slides are advanced at the proper times.*

*Note: It is important to allow students time to view the images before continuing the reading. When the reading and viewing are done, allow time to answer any questions the students may have.*

*Vocabulary Cards are provided because some of the vocabulary in the reading will not be familiar to most students. It is encouraged to print and pass out the vocabulary cards—at least 1 set per group of students.*

## SESSION ONE

1. Review the definition of what is a natural resource (something found in nature that humans can use). Have students give examples (trees, water, wild animal life, rocks, etc.)
2. Distribute The Amazing Khmer reading and Vocabulary Cards. Explain to students that they are going to be learning about the Khmer empire capital city of Angkor by both reading about it and by viewing images. Instruct students to highlight/underline key phrases and ideas in the reading as it is being read orally. Remind students to

use the Vocabulary Cards to learn unfamiliar vocabulary.

3. Show The Amazing Khmer Power Point.

Simultaneously as the PowerPoint is advanced, students will be underlining or highlighting the key information. After each paragraph is read, have students share what they have highlighted or underlined. Allow students time to change what they have done. Allow time for questions.

4. Instruct students to keep their papers for use in the next class period.

5. End the session by having the students partner up and name as many natural resources as they can that were used by the Khmer empire. Then have students list the civilizations that they have studied in the past.

### **SESSION TWO**

*Prior to this session, select the type of writing prompt you wish to use (summary or comparison).*

6. Distribute the Angkor Writing Prompt 1 or 2 and Scoring Guide 1 or 2 that you have selected. Go over the directions and allow time for questions. Students may use the rest of class period to work. The final draft may be homework.

## **Assessment**

**ELA and Social Studies Grades:**

The final drafts may be graded using the scoring guide provided. A score of 80% or higher would be considered mastery.

## **Extensions**

Students could research and report on the building techniques, waterworks, or road system created by other ancient peoples such as the Aztec, Maya, Inca, or Hohokam.

Instead of a composition, the comparison could be done as a storyboard or a PowerPoint done on a computer and shared with the class.

## **Sources**

“Angkor: Why An Ancient Civilization Collapsed”, National Geographic Magazine, July, 2009

“Angkor Wat: History of An Ancient Temple”, [www.livescience.com](http://www.livescience.com)

“From Angkor Wat to Stonehenge: How Ancient People Moved Mountains”, [www.NG.com](http://www.NG.com)

Angkorpedia, [www.angkorpediasi.weebly.com](http://www.angkorpediasi.weebly.com)

“Khmer Empire Water Management System”, [www.archeology.about.com](http://www.archeology.about.com)