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ABSTRACT

This supplementary guide, for use with Cambodian-speaking students in Grades K-3 in Chicago public schools, is keyed directly to the standard social studies curriculum guides for those grades. The content focuses largely on Cambodian culture and history in order to enable the student to increase his/her knowledge and understanding of the native country while simultaneously learning about the United States, particularly the city of Chicago. A strong emphasis is placed on awareness of the equal dignity and value of students of all ethnic, social, and economic backgrounds and on preparation for becoming fully-participating citizens. (CMG)

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SUPPLEMENT TO THE  
CURRICULUM GUIDE FOR SOCIAL STUDIES:  
CAMBODIAN-SPEAKING STUDENTS  
  
KINDERGARTEN-GRADE THREE

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General Superintendent of Schools

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## PREFACE

The differentiated Supplement to the Curriculum Guide for Social Studies: Cambodian-Speaking Students is congruent with the design, structure, scope, and sequence of the general program of instruction of Chicago public schools and is directly related to publications for four levels of the Curriculum Guide for Social Studies: Kindergarten, primary one, primary two, and primary three.

The structure and content of the supplement are primarily directed toward enhancing the academic progress and self esteem of the Cambodian student, K-3. The content is largely focused upon Cambodian culture and history in order to enable the Cambodian student to increase his/her knowledge and understanding of the native country while simultaneously learning about the United States, particularly the City of Chicago. A strong emphasis is placed on respectful and informed awareness of the equal dignity and value of students of all ethnic, social, and economic backgrounds and on preparation for becoming citizens who will participate fully and loyally under the democratic, constitutional system of government.

It is hoped that this publication will be a useful resource for all teachers who interact with Cambodian students and for all students who have the privilege of engaging in learning/teaching activities with Cambodian students as they, together, develop understanding and appreciation of the culturally pluralistic nature of the American way of life.

### Note

The cycle years indicated in this publication correspond to grades as follows:

<u>Cycle Year</u>	<u>Grade</u>
Kindergarten	Kindergarten
Primary One	Grade 1
Primary Two	Grade 2
Primary Three	Grade 3

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KINDERGARTEN

UNITS I-IX

UNIT 1: ACQUAINTANCES

វិធីសាស្ត្រ : ការ បង្ហាញ ទិស ភ្នែក ភ្នែក ភ្នែក

A. My Identification ការ លឺ ភាសា របស់ ខ្ញុំ

p. 6 Help the children identify the following information:

"My name is \_\_\_\_." ខ្ញុំ ហៅ ឈ្មោះ.....

"I am \_\_\_\_ years old." ខ្ញុំ មាន អាយុ.....

"I am a Cambodian." ខ្ញុំ ហៅ ជា ខ្មែរ

Have them say the above sentences in Cambodian and English several times.

Point out similarities and dissimilarities in physical appearance between Cambodians and another group, such as -- Cambodians have black eyes, brown or dark yellow skin, black hair; a few have curly hair; they are usually not tall and their noses are flat and broad. The student of (Polish) background has....

Have the children learn these words in both English and Cambodian.

hair សក់

eyes ភ្នែក

mouth មាត់

nose ច្រមុះ

ears ត្រចៀក



Read the following poem about the words eyes and nose in order to help the children increase their vocabulary:

④ ප්‍ර: ඉස් ඉස් "The Nose and the Eyes"

④ ප්‍ර: ඉස් ඉස් විචලා ගොලටා	ඉස් නාක් විසනාසුස්'නෙකිඉ
සුනා එප් ඉස් ඉස් ඉස් ඉස් ඉස්	ඉස් ඉස් ඉස් ඉස් ඉස් ඉස්
ඉස් ඉස් ඉස් ඉස් ඉස් ඉස්	පාසා ඉස් ඉස් ඉස් ඉස්
ඉස් ඉස් ඉස් ඉස් ඉස් ඉස්	ඉස් ඉස් ඉස් ඉස් ඉස් ඉස්
④ ප්‍ර: ඉස් ඉස් ගොලටා	ඉස් ඉස් ඉස් ඉස් ඉස් ඉස්
ඉස් ඉස් ඉස් ඉස් ඉස් ඉස්	ඉස් ඉස් ඉස් ඉස් ඉස් ඉස්

Explanation: One day the nose complained to the eyes that the eyes should not wear glasses and let them stay upon him. He was sick and tried of holding them. The eyes, then, could not see their way and ran into a fence. The nose got badly hurt, confessed his mistake, and pleaded with the eyes to wear glasses again.



B. My Interest ការកើតឡើងនៃសត្វ

p. 8 Make a chart or list of animals in Cambodian, and animals which have not been found in Cambodian, such as the giraffe, zebra, hippopotamus, and seal. Teach the following songs:

"Lo, My Dog"

អាណា ក្រែង

អាណា ក្រែង	ដឹង ក្រែង ដឹង	ដើម ក្រែង ដើម
ក្រែង ក្រែង ក្រែង	ដឹង ក្រែង ដឹង	ដឹង ក្រែង ដឹង
អាណា ក្រែង		

"Ki, My Dog"

កិ ក្រែង

កិ ក្រែង	កិ ក្រែង ក្រែង	កិ ក្រែង ក្រែង
កិ ក្រែង ក្រែង	កិ ក្រែង ក្រែង	កិ ក្រែង ក្រែង
កិ ក្រែង ក្រែង	កិ ក្រែង ក្រែង	កិ ក្រែង ក្រែង

Loose translation of "Lo, My Dog" and of "Ki, My Dog."

His body is in good shape, seems like a tiger:  
Big ears, face pointed like a monkey's;  
The tail is like a skunk's, the hair is like cotton.

He watches the house,  
Knows how to recognize his owners and how to waltz  
on his hind legs.  
You have to give him a cake if you want him to perform,  
And then he wags his tail with happiness.



UNIT II: MY CLASSROOM

វិភាគ : គោរពរដ្ឋ

B. Features and Characteristics

វិស័យ ភាព ខ្ពស់ លក្ខណ

p. 20 The flag of America and the flag of the Khmer Republic.

Draw and tell the meaning of the flag of America and of Cambodia.  
Have the children draw and color the flag.

Have the children examine the flag of Cambodia and discuss what its symbols represent, such as Angkor Wat, three stars, and colors.

Display the flags and tell the children to count the numbers of stars on each flag. Tell the meaning of the stars of each flag. Tell the children that the most recent Cambodian flag does not have any stars.

Explain the words Khmer, Khmera, Cambodia.

(ខ្មែរ) (ខ្មែរ) (កម្ពុជា)

Help the children sing the following Cambodian song of patriotism and have them repeat it:

ដីនៃដីខ្មែរ  
ដីនៃដីខ្មែរ ដីនៃដីខ្មែរ ដីនៃដីខ្មែរ ដីនៃដីខ្មែរ  
ដីនៃដីខ្មែរ ដីនៃដីខ្មែរ ដីនៃដីខ្មែរ ដីនៃដីខ្មែរ  
ដីនៃដីខ្មែរ ដីនៃដីខ្មែរ ដីនៃដីខ្មែរ ដីនៃដីខ្មែរ  
ដីនៃដីខ្មែរ ដីនៃដីខ្មែរ ដីនៃដីខ្មែរ ដីនៃដីខ្មែរ

"Land of Khmer"

The Land of the Khmers means Land of Gold. All villagers are very pleased to live, all Cambodians have been living harmoniously with one another.

C. Room Rules and Regulation

- p. 21 Give several reasons why children should be polite toward their teacher at school, in the classroom, and wherever and whenever they meet the teacher.

Explain that Cambodian children minister to and show respect toward teachers in several ways, such as --

- by rising from the seat in salutation
- by waiting on the teacher
- by removing the hat when greeting the teacher
- by crossing the arms while talking to the teacher
- by listening to his/her instructions with attention
- by receiving instructions respectfully.

UNIT III: MY FAMILY

ខ្ញុំ គឺ ជា : កូន បង្កើត

A. Identification of My Family

ការ រស់ រាន រស់ កូន បង្កើត

p. 31 Show a picture of the house in Cambodian style on the chalkboard, and help the children complete these sentence:

My { grandfather  
grandmother  
father, mother  
brother  
sister } live in my house.  
(all live in my house.)



Have the students learn the following poem:

ផ្ទះ ខ្ញុំ (My House)

ផ្ទះ ខ្ញុំ ផ្ទះ ខ្ញុំ គឺ ជា ផ្ទះ ខ្ញុំ  
 ប្រុស ប្រុស ប្រុស ប្រុស  
 ស្រី ស្រី ស្រី ស្រី  
 ខ្ញុំ បង ប្អូន ប្អូន ប្អូន

This is a Cambodian (style) house.  
 It is not a floating house, and it does not sit  
 on the ground.  
 My house is tall and large;  
 In the daytime or nighttime there always is a  
 good breeze.

Let the children practice courtesy as habitually performed in  
 Cambodian families, such as in the following practice:

- ពាក្យ គ្រូ សម្រាប់
- ខ្ញុំ ប្រកប សួរ លោក ព
  - ខ្ញុំ ប្រកប សួរ ម្តាយ ម៉ែ
  - ខ្ញុំ ប្រកប សួរ បង
  - ខ្ញុំ ប្រកប សួរ លោក គ្រូ ព្រឹក ឬ ល្ងាច ។

"Greetings"

- We bow to the uncle.
- We bow to the aunt.
- We bow to the brother.
- We bow to the father or mother.

Note: Greeting respectfully is accompanied by hands held in  
 a prayerful position and with a bowing of the head.

B. Activities and Interest of My Family

- p. 32 Tell how to share happiness with the people in the family.  
 Play the game of Seek-and-Hide\* ( සෙවීම සහ හැඳුණ )  
 just for fun.

Play the following game:

The Eagle Catches the Baby Chicks\*

Children of both sexes can play this game. One child will act as an eagle. His duty is to try to catch (touch) the baby chicks that are under their mother's protection. Another child will be the hen, protecting her chicks from being caught or touched. The hen and the chicks must be in a queue holding the hip of the one in front of him/her. The eagle catches the chicks, and the hen protects them from being caught. Any chick which gets touched by the eagle is assumed dead and must take turns acting as the eagle. This game will make children vigilant both physically and mentally.

Song ("The Eagle Catches the Baby Chicks")

“ඊසායාස් ඊසායාස් නාට් ක්‍රම හරි”

නාට් ක්‍රම ඊසායාස්  
 භූ ස්නාප හරි  
 ඊසායාස් ඊසායාස්  
 ඊසායාස්

ඊසායාස් ක්‍රම හරි  
 ඊසායාස් ඊසායාස්  
 ඊසායාස් ඊසායාස්  
 ඊසායාස්! ඊසායාස්!

\*This game is not the same as the American game of Hide-and-Seek.



Play the game of Chak Touek Daung "Pour the Coconut Juice."

Song:

ចាក តើ ក ជ ជ	ជ ជ ជ ជ ជ ជ
ក ក ក ក ក ក	ក ក ក ក ក ក
ក ក ក ក ក ក	ក ក ក ក ក ក
ក ក ក ក ក ក	ក ក ក ក ក ក
ក ក ក ក ក ក	ក ក ក ក ក ក

How to play:

This game can be played with a group of five or six children. One child will stand up, the others stand around him/her making a circle. All sing. The children of the circle will extend their right palm, while the one in the middle points at those palms with her/him forefinger, keeping time to the song. Anyone whose palm is pointed at right at the end of the song will keep his/her palm behind his/her back. This process will be continued until there is only one left. The last one then takes a turn standing in the middle, and the game is repeated.



UNIT IV: MY HOME

ខ្ញុំ រស់ ៤ : ផ្ទះ ហា ក្នុង ភ្នំ

A. Concept of a House

ផ្ទះ គឺ ជា ទី តាំង រស់ រាន

Show the children pictures of various types of houses.

- p. 45 Tell the children that most of the Cambodian houses are built on pillars, have a thatched or tiled roof, and are elevated above the ground. How they are built depends on the climate and materials available.

Tell the children that other styles of houses are the Chinese style, the Japanese style (a few), and the western style.

B. Life in the Home

គ្រូ បង្រៀន គ្រូ បង្រៀន

- p. 49 Teach the children how to use polite words and show respect for the elders at home or in a village in accordance with Cambodian custom. Practice the following greetings in both Cambodian and English:

Hi, Hello	ឆែ ឆែ ប ស្ក	Cham reap sour
Good Morning	អរ គុណ គុណ ស្ក	A run sour sa day
Good Afternoon	ទី វា ស្ក គុណ	Tivia sour sa day
Good Evening	សា យា ល្អ ស្ក គុណ	Sa yan sour sa day
Good Night	រា ត្រី ស្ក គុណ	Ria Trey sour sa day

Point out that choice of terms of address depends upon status; for example, knyum (I) is not used in addressing the king or a Buddhist monk (Toul-Preah-Bang-Kom for the king and Knyom Preah Karuna for the Buddhist monk).



Sleeping too much will affect your well being. If you eat, you should think of and share with the others, even though you are very hungry.

Set up a sleeping schedule. Keep the bed clean and neat so the angel will take care of you and wish you prosperity and happiness.



Give simple rules on how to play safely, and tell the children not to play with dangerous things such as scissors, knives, and fireworks. Explain the proper use of items that are dangerous when used improperly. Write the following on the chalkboard:

1. രാത്രിയിൽ ഒളിഞ്ഞു കയ്പാൻ  
 2. മാതാവ് കയ്യടക്കുക  
 3. കീഴ്കൈകൾ ഉപയോഗിക്കരുത്  
 4. കയ്യടക്കരുത്  
 5. കഠിനമായ കമ്പികൾ ഉപയോഗിക്കരുത്  
 6. കഠിനമായ കമ്പികൾ ഉപയോഗിക്കരുത്  
 7. കഠിനമായ കമ്പികൾ ഉപയോഗിക്കരുത്

Translation:

1. Don't play Seek and Hide at night. Someone will get you.
2. Mother will beat you if you wrestle.
3. Don't play with the scissors or you'll hurt your mouth.
4. Don't play with switches or you'll get beaten with one.
5. Don't play with hard, heavy sticks or you'll get your head hurt.
6. Don't play with the plow shaft or you'll cut your leg.
7. Don't play with a rifle or the gun might go off.

C. Leisure in Other Parts of the World

የግንባታ ግብርና ግብርና ግብርና ግብርና ግብርና ግብርና

p. 66 Help the children learn how to invent something through their imagination, exercise their body, amuse themselves, and learn something new.

Organize a picnic for the children and locate places to play safely, such as on the beach.

Teach the children how to use wet sand to put up a house, a cave, a mountain, etc., with decoration.

Suggested Study Materials: a pail and a spade or shovel



(SAND MOUNTAIN)

- inventing something new and exercising the body
- meeting new friends and having fun

UNIT VI: MY RESPONSIBILITIES

ဒီကွဲခိတ် : ကာစုလဒ်လွတ်ပလဲခိတ်

A. Concept of Responsibility ကောလ်ကိန်ဒီကောစုလဒ်လွတ်

p. 79 Discuss a appropriate materials or toys with which children like to play and discuss ways of being responsible for those things.

Discuss with the children what their moral responsibilities are at school and at home; point out that students must always be getting ready to be good citizens of America.

Showing Moral Responsibility in School

- . saying "Hello" to the teacher at any first meeting
- . obeying the classroom and school regulations
- . listening to the teacher with attention
- . being on time
- . getting ready to be a good citizen.

ကာစုလဒ်လွတ်ခိတ်ကစုလဒ်လွတ်ခိတ်ကစုလဒ်လွတ်ခိတ်

- . ကောစုလဒ်လွတ်ခိတ်ကစုလဒ်လွတ်ခိတ်ကစုလဒ်လွတ်ခိတ်ကစုလဒ်လွတ်ခိတ်

B. Opportunities for Exercising Responsibilities ကောစုလဒ်လွတ်ခိတ်ကစုလဒ်လွတ်ခိတ်

p. 79 Tell the children about such responsibilities as getting up early in the morning, getting to school on time, washing the hands before and after meals, and washing the feet before going to bed.







UNIT VII: FRIENDSHIP

វិស័យ: មិត្តភាព

A. Concept of a Friend

គោលគំនិតអំពីមិត្តភាព

p. 92 Discuss with the children rules for being friends in the class-room. Provide activities for children to share ideas and thoughts concerning friendship at school, at home, and in the community, in Cambodian culture.

វិធីសាស្ត្របង្ហាញពីការជាមិត្តភាព:

- ១- មានចិត្តបរិសុទ្ធ
- ២- គ្រប់គ្រងខ្លួនឱ្យបានល្អ
- ៣- ចេះជួយគ្នា
- ៤- មិនមានចិត្តអាក្រក់
- ៥- ស្មោះត្រង់ និងស្មោះត្រង់

Five Ways of Showing Friendship

- By generosity
- By courteous speech
- By being helpful and handy
- By being impartial
- By being fair and faithful

Teach the children the friendship song "See You Again":

සුභ කාලීන කවි

සිසු වෙතා වෙස් වෙසන කවි වෙතා      ඉස්කූල වෙතා  
 වෙස් වෙසන කවි වෙතා      ඉස්කූල වෙතා  
 වෙස් වෙසන කවි වෙතා      ඉස්කූල වෙතා

"See You Again" (Summary)

Oh! my friends, I am leaving  
 you now. Don't worry. I do  
 hope to see you again.

C. Friends in Other Places

සිසුන්ගේ වෙස් වෙසන තැන්

- p. 98      Help the children locate on a map of Chicago their dwelling place. Mention the name and home location of each child. Locate on a map or globe the native country of each child not born in the United States. Help all the children play games of those countries. Explain the feeling of friendship of people who are neighbors in a new country and how to extend friendship to include others.

Teach the children how to say the word friend in many languages, especially those languages represented by the children in the classroom.

UNIT VIII: FRIENDS IN ANOTHER CITY IN OUR COUNTRY--  
LOS ANGELES

វគ្គ ទី ៨: មិត្ត ទីក្រុង ម្ខាងទៀត ក្នុង ប្រទេស យើង -- ឡាន អង្គ្រូ ឡាន

B. Types of Activity in Los Angeles and Chicago

សកម្មភាព ផ្សេងៗ ក្នុង ឡាន អង្គ្រូ ឡាន ទីក្រុង ឡាន

- p. 113 Compare and contrast occupations in the city of Chicago with those in Los Angeles and those in Battambang City. Tell the children that Los Angeles and Chicago are large industrial cities; therefore they have many of the same industrial-type occupations; Battambang City is also large, but is an agricultural city, not an industrial city. Explain to the children that Cambodia has not been industrialized so much as Chicago because of wars and the political and geographical aspects. Tell them that the Asian countries around Cambodia are also industrially underdeveloped.

Develop the idea of the Cambodians loving their own country, their gentleland. Talk about "There is no place like home."

Discuss recreational and cultural facilities in Chicago and Los Angeles. Tell about activities in Battambang City, especially the museums and tourist centers. Remind the children that many places of historical and modern interest were destroyed during the Vietnam War.

Remind the children that culture of over 4,000 years is exhibited in Cambodia and that they should be proud of that fact. Tell them that ruins (what phnom sampeou) etc. have antiques in exhibit which are many centuries old.

D. Points of Interest In Los Angeles and Battambang

កន្លែង ចាប់អារម្មណ៍ ក្នុង ឡាន អង្គ្រូ ឡាន ទីក្រុង ឡាន

- p. 116 Discuss with the children the climate in Battambang. Tell them that there are two main seasons in Cambodia, the dry season and the rainy season. The rainy season includes the monsoon time. The rainy season lasts from May to November. The temperature of Cambodia ranges from 85°F to 105°F in the dry season.

Compare location, ethnic groups, industry, cost of living, etc. of the three cities.

Tell the children: Cambodia is an agricultural country. More than 85 percent of the people are farmers. The soil is rich. The province of Battambang is flat, and much of the land is inundated. It is the largest province and is especially known for its rice stock. More Cambodians live in Los Angeles than in Chicago because of the similarity of the weather in Los Angeles and Cambodia.

Provide the following information:

Location: Battambang is located in the western part of Cambodia and is a bordering province on the Thai-Cambodian frontier.

Climate: It is usually warm and sunny during the day. The average temperature ranges from 64°-104°F.

Population: The population in 1969 was 1,000,000.

Ethnic Groups: Chinese, Vietnamese, Cambodian Muslims, Kuy, Sam-Ré live in Battambang.

Agriculture: Battambang City has an abundance of rice and fruit. People may purchase such foods as rice, grapefruits, oranges, a variety of bananas, duriens, lemons, pineapples, watermelons, and a variety of vegetables such as cauliflower, lettuce, green beans, soy beans, and other vegetables of tropical climates.

PRIMARY ONE

UNITS I-IX

PRIMARY ONE

UNIT I: OUR SCHOOL

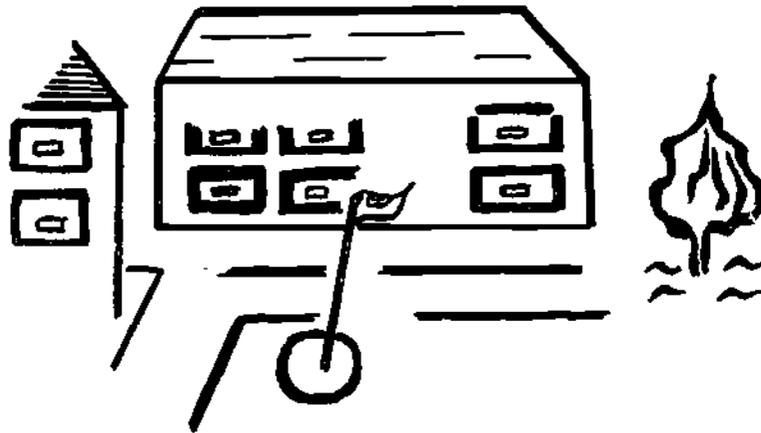
វគ្គទី ១ : សាលារៀនយើង

Suggested Study Materials: MAP OF CAMBODIA by International Geographic Society, Washington, D.C., 1971.

A. Characteristics of Our School

សក្ខណៈ រឺ គុណៈ រឺ គុណៈ សាលារៀនយើង

p. 4 Draw a picture of the school in Cambodia, including a flag.



Explain the meaning of the word school:

place + study → school

place (3 ways to say study in Cambodian)

study = to adapt, to record, to think

school = the place where people obtain knowledge

អនិច្ចាស : សាលា + រៀន  $\rightarrow$  សាលារៀន  
 សាលា = កន្លែង បង្រៀន  
 រៀន = លក់ គ្រប់ ព័ត៌មាន, កត់ ត្រី ទុក, កត់ ត្រី  
 សាលារៀន = កន្លែង សម្រាប់ គ្រូ បង្រៀន លក់ ព័ត៌មាន  
 រៀន

Explain the following:

Prior to independence in 1954, there were three types of schools in Cambodia:

Temple School, where students of ages 7-20 were taught by Buddhist monks; discipline was strict; donation was voluntary.

Private School, which has been supported by private contributions.

Public School, which has been supported by the government and free to all students through level six; admittance to higher levels has required passing of entrance examinations.

Note: Cambodia does not have school taxes.

ព័ត៌មាន អំពី សាលារៀន ទាំង បី ប្រភេទ ខាងលើ គឺ:

- សាលា វិទ្យា
- សាលា ឯកជន
- សាលា រដ្ឋ

Cambodian Flag

The symbols of the Cambodian flag during the period of the Republic of Cambodia:

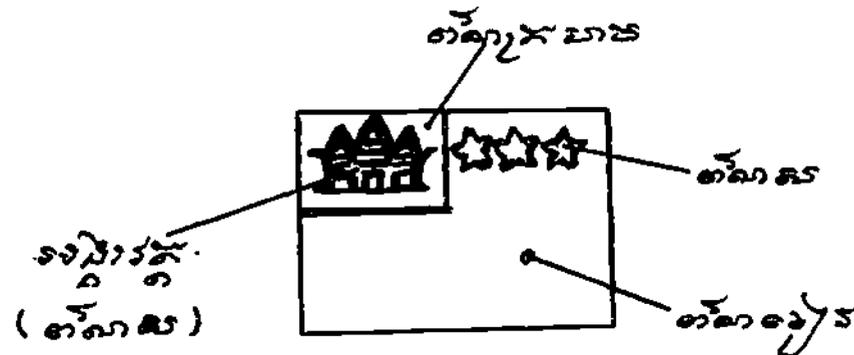
- 3 stars = Buddha - Dhamma (Buddhist teaching - Buddhist monk or nation) religion - republic
- monument (Angkor wat) = culture and civilization
- white = neutrality or Buddhist religion
- red = courage, bravery
- blue = justice, freedom

ទង់ជាតិខ្មែរ

ទង់ជាតិខ្មែរ មាន ៣ ផ្នែក គឺ ទង់ខ្មែរ ទង់សម័យសាធារណៈរដ្ឋ :

- ផ្នែកខាងលើ = ព្រះពុទ្ធ - ព្រះធម៌ - ព្រះសង្ឃ ឬ ជាតិសាសនា  
- សាធារណរដ្ឋ
- អង្គរវត្ត = ចំណាស់ វប្បធម៌ និង វប្បធម៌
- ពាណិជ្ជ = អព្យាក្រឹត្យ ឬ ព្រះសាសនា
- ពាណិគ្រហម = ការតស៊ូ, សេចក្តីក្សហាន
- ពាណិជ្ជកម្ម = លទ្ធផល, សេចក្តីភាព

ទង់ប្រកាស:



Explain the symbolism of the flag of the United States, and ask the students to compare the American and Cambodian flags.

Learn the word Kampuchea (Cambodia): Kampu (gold), Chea (People).

Cambodia + people      Cambodian, the people of Cambodia, Kampuchea.

កម្ពុជា + ជន      កម្ពុជន

Ask the students to sing the following patriotic song:

ដីនៃដី      (The Land of Cambodia)

ដីនៃដី	ដីនៃដី
គ្រប់គ្រង	រស់នៅ
រស់នៅ	រស់នៅ
រស់នៅ	រស់នៅ

Loose Translation of the Song  
 The land of Cambodia mean Land of Gold. All Cambodian people have been very pleased with this. Through generations Cambodians have lived harmoniously with each other.

B. Rules and Reasons for Good Behavior

វិធាន និង ហេតុផល ល្អៗ របស់ វិទ្យាល័យ មហា បាលាម

p. 8 Help the children find out the basic rules and regulations of the school. Write them on paper, and post them in places where they can be seen easily and clearly.

For example:

Keep the door closed.

កុំ បើក ទ្វារ ខ្លួន

Keep the classroom clean.

រក្សា បន្ទប់ រៀន ឲ្យ ស្អាត

No food allowed in this room.

មិន អនុញ្ញាត ឲ្យ មាន ទំពាំង អាហារ

Do not disturb the classroom.

មិន ត្រូវ បំពាន ទេ

Do not leave the room without permission.

មិន ត្រូវ ចេញ ពី បន្ទប់ ទេ ដោយ គ្មាន អនុញ្ញាត

Write the following words on the chalkboard and have the children practice saying them. Play a game using the words.

(hi, hello)

ជំទាប សួរ

(good morning)

ល្ងាច សួរ

(good evening)

លា លា សួរ

(good night)

ទាត់ សួរ

(for a male teacher)

សា ក (គ)

(for a female teacher)

អ្នក (គ)

Tell the students some of the ways in which students minister to and show respect for their teachers in Cambodia:

By rising from the seat in salutation.

By removing the hat when greeting the teacher.

By listening to his/her instruction with attention and due respect.

By performing personal services.

By receiving instructions respectfully

By crossing the arms when talking with the teacher.

Have the students learn the following poem: "The Code of the Children."

ច្បាប់ ក្មេង

១ នេះ គឺ ច្បាប់ ក្មេង

២ គ្រាន់ អ្នក គ្រូ

៣ ក៏ ប្រកាន់ ខ្លួន

៤ ក៏ គ្រូ គ្រូ គ្រូ គ្រូ

៥ ប្រកាន់ ខ្លួន គ្រូ

៦ គ្រូ គ្រូ គ្រូ គ្រូ

៧ គ្រូ គ្រូ គ្រូ គ្រូ

සිසුන්ගේ මනසට සුවිදායක් වන පරිදි ක්‍රීඩා කිරීමට ඉඩ සලසා දීමට

B. Friends through Play ක්‍රීඩා මගින් සතුන් හා සබඳතා

p. 19 Help the students to become acquainted with each another by playing the game "Hanging Handkerchief" (හෘත්තකර්ෂණය).

Substitute a ball or any other object for a handkerchief, if desired. Have the children sing a song during the game.

හෘත්තකර්ෂණය ක්‍රීඩාවේදී සුඛසංවාදය ය

How to Play

One student is chosen to be "it" (the handkerchief holder) and carries the handkerchief as the other students sit in a circle facing inside. Looking back is not allowed. Everyone sings as the student walks around the circle. The object of the game is to drop the handkerchief without being seen and go around the circle once before the person knows that the handkerchief is there. If successful, the handkerchief carrier picks up the handkerchief and hits the person with it. If unsuccessful, the handkerchief carrier takes the place of the person behind whom the handkerchief has been dropped, who then becomes the new "it" without being hit.

Have the students play the game "Pouring Coconut Juice"

(නෘත්තකර්ෂණය)

as they sing the following song: නෘත්තකර්ෂණය

නෘත්තකර්ෂණය	සිසුන්ගේ මනසට
සුඛසංවාදය	සුඛසංවාදය



#### How to Play

This game can be played with a group of five or six children. The children form a circle and stand facing inward with their right palm extended. One child stands in the middle of the circle. All sing. The child in the middle points to each palm, in turn, keeping time to the song. The child whose palm is being pointed to at the end of the song puts his/her palm behind the back and keeps it there. This process is continued until only one child has his/her palm still extended. That child and the child in the middle exchange places, and the game is repeated.

UNIT III: GOOD FRIENDS

វិភាគ : មិត្តភាព

B. Ways of Being a Friend របៀបនៃការជាមិត្តភាព

p. 30 Organize a campout for the students at a place near the school. (This activity will help the Cambodian students and the other students become better acquainted, learn new customs, form friendships, and get along together.)

Suggested materials:

tent (ទីកន្លែង)

food (food of their own cooked by their parents) (អាហារ)

Explain the following slogan:

A friend in need is a friend indeed.

មិត្តភាព គឺ ជា មិត្តភាព ដែល បាន ក្នុង ពេល ត្រូវ

Discuss ways of being friends according to Cambodian custom. Include in the discussion the following ways in which friendship is expressed:

- . through liberality
- . through sincerity
- . through impartiality
- . through helpfulness
- . through courteous speech

Have the students learn the following words in both English and Cambodian:

honest -	ឆ្មោះ (ច្រើន)
polite -	សុភាព
fair -	យុត្តិធម៌, ស្មើ
true -	ត្រឹមត្រូវ
kind -	ក្រណា, លាភិក
patient -	អត់ (ខ្លាច)

UNIT IV: OUR SCHOOL WORKERS

វគ្គទី៤ : កម្មករនៅសាលារៀនយើង

B. Workers for Our School

កម្មករនៅសាលារៀនយើង

p. 41 Help the students learn how to be and how to become school workers, such as a patrol boy or girl. Teach them how to report accidents.

Discuss the following slogans:

"Love comes from helping."

ឱក្ខត្ត មកពីការជួយ

"Friendship comes from helping."

មិត្តភាព មកពីការជួយ

Help the children to finish these sentences:

I help { my friends by  
a blind man by  
the policeman by  
the fireman by  
etc.

Note: Many people in Cambodia did not work in and for the elementary school, but they made other contributions to build schools for children. So even though they did not work directly for the children, they should be honored for what they contributed. Buddhist monks and villagers are deserving of a great deal of gratitude.

UNIT V: OUR FAMILIES

វគ្គទី ៥ : គ្រួសាររបស់យើង

C. Leisure Activities of Our Family

កម្សាន្ត កំឡោះ កំឡោះ គ្រួសាររបស់យើង

Discuss the special leisure activities of Cambodian families during the Cambodian New Year celebration at the Buddhist temple. Help the students learn the popular game of

“ ចាស់ ល្បួង , លេង ល្បួង ”

Suggested material: scarf or handkerchief rolled into a ball

Song for the game:

Oh, Chaul Chhung, the man throws the balled-up cloth,  
And the lady catches it.  
The balled-up cloth breaks down into five parts.  
When April comes, we can play the tune for the Buddha.

វង្សេល! បាវ ចាវ ល្បួង ទេវ  
ស្រី វង្សេល ល្បួង ទេវ កម្រា ទ្រាំ  
វង្សេល ទេវ ចាវ ល្បួង ទេវ  
ស្រី វង្សេល លេង ល្បួង ទេវ ៤

How to Play:

The "Chaul Chhoung" consists of a group of boys and a group of girls opposing each other. The two sides pass to each other a scarf rolled into a ball, at the same time exchanging and alternating chants with rhymed responses. The boys make complimentary remarks, and the girls answer promptly and harmoniously.

Consider the following activity:

Different foods are prepared at home and brought to eat at school or nearby.

D. Rules for a Happy Family

ច្បាប់ គ្រួសារ កម្ពុជា សុខ ស៊ីម

- p. 55 Give examples of "Happy Family Rules" in America, and have the students compare these rules with Cambodian ones.

Read aloud the following poem\* concerned with rules for children, in order to acquaint the students with rules of the Cambodian family. Write the poem and explanation on the chalkboard and have the children translate the poem and learn the vocabulary listed.

ក្នុង ផ្ទះ ល្អ ក៏ ល្អ ទៅ ណា  
 រថ ល្អ ក៏ ល្អ គ្រួសារ ល្អ  
 ដេក លា បំប៉ន ដេក ល្អ  
 រថ ល្អ ក៏ ល្អ ប្អូន  
 ដំណេក ដេក ល្អ ពិត  
 រថ ល្អ ក៏ ល្អ ពិត

ច្បាប់ គ្រួសារ កម្ពុជា  
 ក៏ ល្អ គ្រួសារ កម្ពុជា  
 ពិត ល្អ គ្រួសារ កម្ពុជា  
 ក៏ ល្អ គ្រួសារ កម្ពុជា  
 ពិត ល្អ គ្រួសារ កម្ពុជា  
 ក៏ ល្អ គ្រួសារ កម្ពុជា

\*See "Ethical Code of Children" ( ច្បាប់ ក្មេង រថ ).



Explanation *အစဉ်အလာ*

heritage	<i>အမွေ</i>
female, wife	<i>မိ</i>
male, husband	<i>ဖခင်</i>
to encircle, to gird	<i>ဝန်းရံ</i>
fence	<i>နံရံ</i>
bad man, bandit	<i>မုန်တူ</i>
body	<i>ခန္ဓာ</i>
sleeping	<i>မိလိက်</i>
God, deity	<i>ဘုရား</i>
good health and good fortune	<i>အကျန်းအဝမ်း</i>



UNIT VI: OUR NEIGHBORHOOD

ខ្ញុំ ខ្ញុំ : អ្នកជួនកម្ម ខ្ញុំ

A. Elements of a Neighborhood

អ្នកជួនកម្ម ខ្ញុំ អ្នកជួនកម្ម

p. 65 Discuss with the students the Christian churches and Buddhist temples where all kinds of people in the neighborhood gathered. Point out that the students can make friends and become acquainted with each other through their churches and temples.

Have the students learn the following words, both in English and Cambodian. Help the children to build up simple short sentences that contain the words, as in the example following the words.

postman	ប័ណ្ណ កូន, អ្នក
policeman	នគរបាល
fireman	អ្នកលក់ភ្លើង
priest	លោកឆ័យ, បាទីស្ទ
uncle	ម៉ា
aunt	ម៉ែ

Sentence-Building Example

Policeman in Our Neighborhood

There is \_\_\_\_\_  
 \_\_\_\_\_

Help the students improve their understanding of how they can help each other and share happiness with their neighbors. Read the following poem aloud and have the students discuss it. Lead them to the following understanding: "We should help each other; big ships still depend on life boats sometimes."

සුළු සහ විශාල නැව්

= මුහුදේ මහා නැව්  
 = මුහුදේ කුඩා නැව්  
 = මුහුදේ සියලුම නැව්  
 = මුහුදේ විශාල නැව්  
 මුහුදේ විශාල නැව්  
 විශාල නැව්

සුළු නැව් විශාල නැව්  
 සුළු නැව් විශාල නැව්  
 විශාල නැව් සුළු නැව්  
 මුහුදේ මහා නැව්  
 මුහුදේ කුඩා නැව්  
 මුහුදේ සියලුම නැව්

UNIT VII: TRAVEL FROM PLACE TO PLACE

ឯកសារ : ការ រដ្ឋ ដំណើរ ពី កន្លែង មួយ ទៅ កន្លែង មួយ

A. Elements of Travel ធាតុ ចូល ការ រដ្ឋ ដំណើរ

- p. 79 Mention interesting places in Cambodia, such as the monument of Angkor Wat, Lake Tonle Sap, Sompong Som, and Wat Phnom.

Have the students examine a map of Cambodia and point out and discuss interesting resort areas and other interesting things that they saw in Cambodia -- Museum, the former Royal Palace.... Tell the students about other places that they omitted.

B. Means of Travel យាន ដឹក : យាន រថ រដ្ឋ ដំណើរ

- p. 80 Discuss how people in Cambodia travel by bicycle, tricycle (adult vehicle), moto-tricycle, etc. to watch the various interesting sports in the city of Phnom Penh.

C. Highlights of Travel ការ បំភ្លឺ ចូល ការ រដ្ឋ ដំណើរ

- p. 83 Discuss sights of the city of Phnom Penh that could be interesting to see. Point out that a traveler on the Mekong river can see the city clearly.

UNIT VIII: OUR FARMER FRIENDS

ឯកសារ : មិត្តភក្តិរបស់យើង

Suggested Study Materials: Pictures of farms in Cambodia, if can be obtained.

A. Elements of the Farm អង្គធាតុនៃកសិកម្ម

p. 93 Discuss rice farming in Cambodia and the strip farming in America. Tell the students that there is no strip farming in Cambodia.

Help the students become acquainted with some words associated with the farm by writing them on the chalkboard and having the students repeat and write them. For example--

rice

ស្រូវ

corn

គោក

cow

គោ

hen

មាន់

peanut

សណ្តែកដី

green bean

សណ្តែកបៃតង

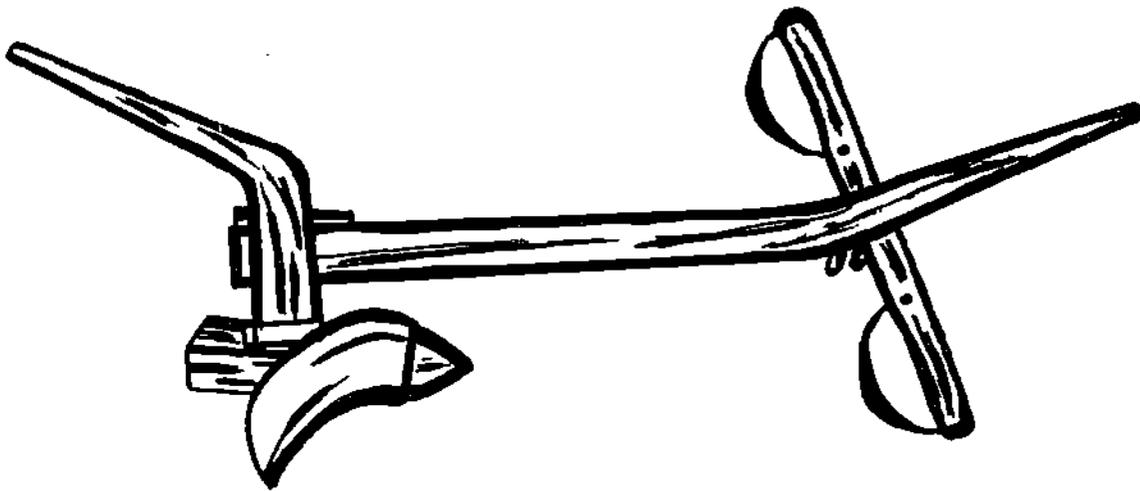
soil

ដី

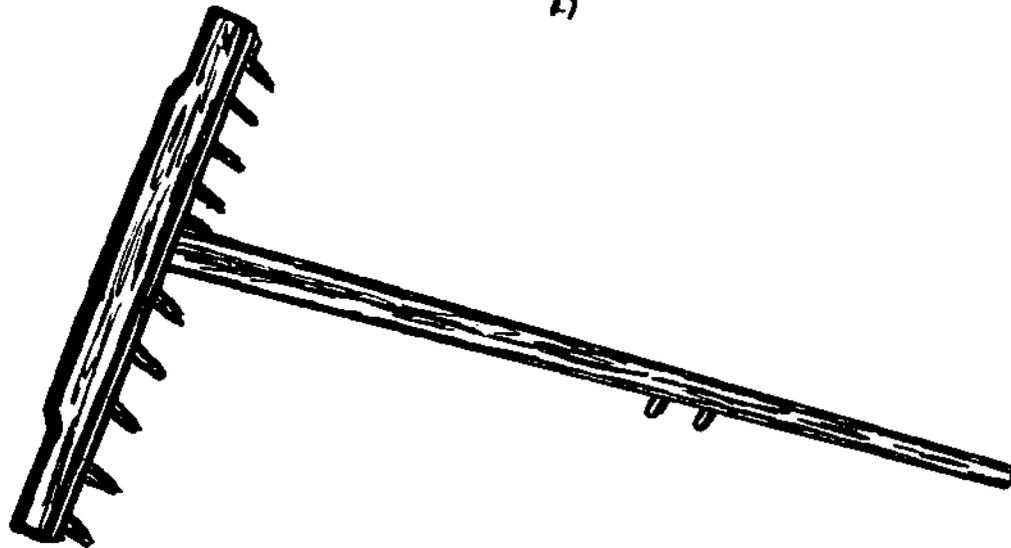
Help the students build up the above words by having them write stories or sentences in which the words are used.

Have the students compare Cambodian and American seasons.

Remind the students that in Cambodia the plow and the harrow are drawn by two oxen or water buffalos. Have the students copy and label the following drawings or create and label their own drawings of the plow and harrow used in Cambodia.



ភ្នំ  
៧



រត្ន  
៧

50

UNIT IX: ANIMALS FROM ALL OVER THE WORLD

វត្តដំរី: សត្វ រស់ ក្នុង សកល ផលិត

Suggested Study Materials: Animal Book

A. Elements of the Zoo សត្វ រស់ ក្នុង វត្តដំរី ក្នុង សត្វ

p. 109 On the chalkboard write the poem below concerning the names of animals, and read it aloud to the students. Have them learn the words following the poem. Also help the students find out the names of other animals in Cambodia and information about Cambodian animal life.

កំណត់សំខាន់

អ្នក រើស អ្នក ធំ	ដើម ឆ្ការ មក រុក្ខ
សា ឲ្យ លា ក្នុង មក	ច្បាស់ ជា ច្បាស់
រត់ រក ដំរី ។	
ចំ លោក កា ព្រ	បើ ហា ជា ច្បាស់
រោល ប្រឹក្សា គ្រប់ គ្រា	ដើម ឆ្ការ ត្រូវ គេ
ដាក់ ឲ្យ ពាស់ ដៃ ក្រ ។	

Free Translation of the Above Nonsense Poem

If the heron united with the pelican,  
The wolf would ask the elephant for help.  
The proudest tiger would be bitten by the serpent.

Animals

a kind of bird eating fish, (the heron family)	=	ਖੰ 7
pelican	=	ਪੜਾ, ਚੜ੍ਹ
wolf	=	ਲੋਠਾ ਨ
white elephant	=	ਸ਼ੀਂ ਨ
tiger	=	ਬੰ ਨ
serpent	=	ਫੜੀ ਨ
weasel	=	ਫੰ ਨ

PRIMARY TWO  
UNITS I-VIII  
UNIT XII



Tell the name of an organization, Cambodian association, store, restaurant in the (Chicago) community where one can go shopping or eat, or obtain information.

គ្រូ បំណង : អង្គការ សហគមន៍ ហាសលក់ ផឹកដំ  
 អាស៊ាន អ៊ិន កម្ម សហគមន៍ វិទ្យាល័យ ខេត្ត ភ្នំពេញ ផឹកដំ  
 ឬ ទៅ បរិភោគ អាហារ ទៅ ពេទ្យ លាប សម្រាក ប្រចាំ ខ្លួន ។

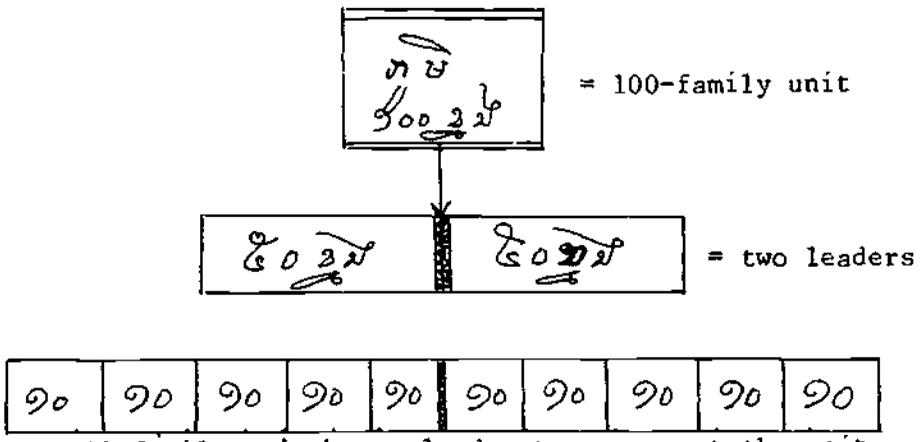
B. People and Custom of Our Community

ប្រធាន គឺ ជា ប្រតិភូ វិន័យ សហគមន៍ របស់ ខេត្ត

Describe the principle of autonomy in Cambodia and compare with American community governance according to the principles of democracy.

ប្រជាជន គឺ ជា គោលការណ៍ វិន័យ ក្នុង ស្ថាប័ន ទៅ គ្រប់ គ្រួសារ  
 គឺ ជា ប្រជាជន គឺ ជា គោលការណ៍ របស់ សហគមន៍ ទៅ គ្រប់ គ្រួសារ  
 គឺ ជា គោលការណ៍ ប្រធាន របស់ ខេត្ត ។

Explain the following diagram: The administrative organization of the small Cambodian community.



Each 10-family unit has a leader to represent the unit.







UNIT III: FOOD IN OUR COMMUNITY

វគ្គ ៣ : ម្ហូបអាហារនៅក្នុងសហគមន៍របស់យើង

A. Purchase of Food ការទិញម្ហូបអាហារ

p. 36 Go to a shopping center in the community (with the children) and ask students to describe some items which can be consumed in the home.

ខ្ញុំ ទៅ ទិញ ម្ហូប អាហារ នៅ ក្នុង សហគមន៍ របស់ យើង ជាមួយ កុមារ ដើម្បី ចុះ ឈ្មោះ ម្ហូប អាហារ មួយ ចំនួន ដែល យើង អាច ទិញ បាន នៅ ទី កន្លែង ទាំង នេះ ។

Make a list of foods and spices that can be purchased at Asian stores in the community (United States).

ខ្ញុំ បាន រៀប ចំ បញ្ជី ម្ហូប អាហារ និង ទម្ងន់ មួយ ចំនួន ដែល យើង អាច ទិញ បាន នៅ ទី កន្លែង ទាំង នេះ ។

<u>American</u>	<u>Cambodian</u>
tamarind	អំពិល
chili (pepper)	ម្រេង
ginger	ទម្ងន់
galingale	ទម្ងន់
turmeric	ទម្ងន់



maize	គ្រាប់
coconut	ដំឡូង
rice	អំបិល
sticky rice	អំបិល ដំឡូង

Compare price and quality of items in Asian stores with price and quality of the items in American stores.

ប្រៀបធៀបនូវ តម្លៃ និង គុណភាព នៃ ម្ហូប ទាំងនោះ  
 នៅ អាស៊ាន និង តម្លៃ និង គុណភាព នៃ ម្ហូប ដែល យើង  
 អាច រក ទិញ បាន នៅ អាមេរិក (ហាម) នៅ សហរដ្ឋ  
 អាមេរិក។

B. Original Sources of Foods ប្រភពដើមនៃ ម្ហូប

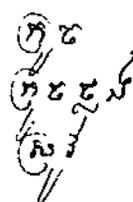
p. 37 Describe original sources of food in Cambodia, particularly in Kampot, Kampong Ch. m, Battambang, and Seam Reap.

ត្រូវ រៀបរាប់ អំពី ប្រភព នៃ ម្ហូប ភាគ រាង នៅ ភូមិ ខ្មែរ ជា  
 ពិសេស នៅ ខេត្ត កំពត កំពង់ចាម បាត់ដំបង និង រៀបរាប់។

<u>Sources</u>	<u>Cambodian</u>	
ខេត្ត កំពត	ម្រូច	(black pepper)
(province of Kampot)	ធុរន	(durian)
	អំបិល	(salt)

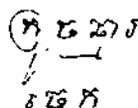


ខេត្តបាត់ដំបង  
(province of  
Battambang)



(orange)  
(grapefruit)  
(rice)

ខេត្តកំពង់ចាម  
(province of  
Kampong Cham)



(lemon)  
(banana)

ខេត្តសៀមរាប  
(province of  
Seam Reap, Tomla  
Sap River)



(pineapple)  
(fish)

Visit stores of the community (with the children) and notice the names of various items in each store:

ខ្ញុំ ដំណើរ ទស្សនា នៅ ហាង លក់ ទំនិញ ពាណិជ្ជកម្ម ខ្មែរ  
ក៏ ឃើញ មាន បន្លែ ផ្លែ ផ្សេងៗ ដូចជា ទ្រូង ក្រូច ខ្នុរ ខ្នុរ ខ្នុរ  
ម្ហូប ជ្រូក ត្រី ក៏ មាន ហាង លក់ ទំនិញ ផ្សេងៗ ទៀត ផង ដែរ ៖

- Chinese grocery store: noodles, soy sauce
- Japanese grocery store: rice
- Thai grocery store: chili, pepper
- Phillipino grocery store: fish

Note to the teacher  
In the above stores, Cambodians can find most of the items they prefer to eat.

C. Types of Foods ប្រភេទ វិទ្យុ ម្ហូប

p. 39 Describe some Cambodian vegetables that can be eaten raw.

ចូរ រៀបរាប់ បន្លែ ខ្លះៗ ដែល គេ អាច បរិភោគ បាន  
ដោយ មិន ចាំ បាច់ ធ្វើ អី ទេ

American

Cambodian\*

lettuce

ស្ល

cucumber

ក្រូច

egg plant

ក្របី

string bean

ស្រូវ លាត

Compare ways of eating vegetables by Americans and Cambodians.

ចូរ ធ្វើការ ប្រៀបធៀប ការ បរិភោគ បន្លែ រវាង គេ  
នៅ ទី កន្លែង ផ្សេង គ្នា

Note to the teacher

In Cambodia raw vegetables with salad dressing are eaten during the meal; in America salads with dressings are usually eaten before the main dish.

Describe the method used by the Cambodian family in cooking rice and in making soup.

ចូរ រៀបរាប់ វិធី ធ្វើ ម្ហូប បាយ និង ទឹក ម្ហូប  
របស់ គ្រួសារ ខ្មែរ

\*Because of the tropical climate and lack of refrigeration, Cambodian fresh vegetables can be found all year round. Cambodians eat fresh vegetables daily at meals. The dish for fresh vegetables may contain fresh mint, lettuce, cucumbers, bean sprouts, green beans, as well as lemon wedges. Steamed vegetables and meat are combined for soup to be served as the main dish.

Note: Cambodians customarily eat rice, fresh vegetables with salad dressing, and vegetable soup containing meat or fish. They always have three meals daily, but eating time is flexible.

Write the following recipes on the chalkboard.

Sour Soup

1. water
2. fresh fish
3. salt, accent, sugar, fish sauce, onion
4. preserved fish
5. mandarin, lemon

Steamed Vegetable Soup

1. water
2. preserved fish
3. salt, sugar, accent, fish sauce, onion
4. cooked fish
5. vegetables

វប្បធម៌ (Recipes)

ស្រូវ-ស្រូវ

ស្រូវ-ស្រូវ

១-ទឹក

១-ទឹក

២-គ្រឿងស្រូវ (ស្រូវ, គ្រាប់, អំបិល)

២-គ្រឿង

ស្រូវ, គ្រាប់, អំបិល

៣-អំបិល, ស្រូវ, ប៊ែរធីន, ទឹកគ្រឿង

៣-អំបិល, ស្រូវ, ប៊ែរធីន

២-ស្រូវ

ទឹកគ្រឿង, ទឹកស្រា

៤-គ្រឿងស្រូវ (គ្រឿងស្រូវ)

៤-គ្រឿង

៤-ប៊ែរធីន (ស្រូវ គ្រាប់)

៤-ស្រូវ (អំបិល, ទឹក, គ្រាប់)

ស្រូវ, គ្រាប់

ស្រូវ, គ្រាប់

ស្រូវ, ទឹក, ប៊ែរធីន, អំបិល

Suggestions for the teacher

Plan and organize a tasting party for children; ask the children to bring food from home for the party.

Have the children tell about or demonstrate the preparation of the various foods of the tasting party.

Compare the cost of certain foods in Cambodia with the cost of foods imported from Southeast Asia to the community. Compare the cost of foods purchased in Cambodia with the cost of the same foods grown in America.

UNIT IV: CLOTHING IN OUR COMMUNITY

ឧបទ្វីប : សិស្សរៀនបំពាក់សំលៀកបំពាក់សហគមន៍របស់ខ្លួន

A. Purchase of Clothing ការទិញសំលៀកបំពាក់

p. 52 Collect Cambodian family pictures taken at a wedding, a New Year festival, a leisure party, a water festival, a funeral festival, sport activities, etc. Have the children notice the clothing and compare clothing worn in the various activities.

ប្រមូលរូបថតគ្រួសារខ្មែរ ដែលគេថតនៅទីកន្លែង  
 រៀបចំសំលៀកបំពាក់ បុណ្យប្រពៃណី បុណ្យអំបុក បុណ្យបោះសព  
 ឬ ទិវាសិរីសោភ័ណ ខ្មែរ ។ ចូរពិនិត្យសំលៀកបំពាក់  
 ដែល ខ្មែរ ប្រើប្រាស់ អំពី សំលៀកបំពាក់ ដែល  
 គេ ប្រើ នៅទីកន្លែង ខ្មែរ ។

Visit (with the children) a clothing store located in the community. Have the children notice the price on labels and compare them with prices of similar clothing in Cambodia.

ទៅ ទិញ ម៉ែត្រ មួយ គ្រឿង នៅ ហាង លក់ សំលៀក បំពាក់  
 ដែល គេ ប្រើ នៅ ក្នុង សហគមន៍ របស់ ខ្លួន ។ បង្ហាញ សិស្ស  
 ឲ្យ ពិនិត្យ មើល តម្លៃ នៅ លើ គ្រឿង ដែល ប្រើ  
 រៀប ចំ នៅ ទី កន្លែង សំលៀក បំពាក់ នៅ ក្នុង ខ្មែរ ។





D. Manufacture of Clothing កងទ្រព្យសម្រាប់ វិទ្យាសាលា សិស្សស្រី ប្រើប្រាស់

p. 54 Describe the manual equipment used in Cambodia for manufacturing clothing.

ឧបករណ៍ប្រើប្រាស់ដើម្បីផ្គត់ផ្គង់សម្រាប់ផ្ទះលើស្រូវ  
បំពាក់ ដើម្បីសម្រេចបាននូវលទ្ធផលល្អបំផុត។

Compare the above equipment with modern equipment in Cambodia.

ឧបករណ៍ទំនើបប្រើប្រាស់សម្រាប់ផ្គត់ផ្គង់សម្រាប់ផ្ទះលើស្រូវ  
នៅទីនេះ ផ្គត់ផ្គង់សម្រាប់ផ្ទះលើស្រូវ ដើម្បីសម្រេចបាននូវលទ្ធផលល្អបំផុត។

Visit a textile manufacturing plant in the community (Chicago), if available for visitations (with children), and describe equipment used in the plant.

ទីកន្លែងផ្គត់ផ្គង់សម្រាប់ផ្ទះលើស្រូវ ដែលបានប្រើប្រាស់ឧបករណ៍ទំនើប  
ក្នុងសហគមន៍ទំនើបប្រើប្រាស់ឧបករណ៍ទំនើប ឧបករណ៍ប្រើប្រាស់សម្រាប់ផ្ទះលើស្រូវ  
បំពាក់ឧបករណ៍ទំនើប ដើម្បីសម្រេចបាននូវលទ្ធផលល្អបំផុត។  
សំណួរ ១

Suggestion for the teacher

Have the children draw, copy, or trace pictures of a sarong, a shirt, and a silkworm. Have them color the pictures and display them.

UNIT V: HOMES IN OUR COMMUNITY

វត្តភ្នំ : ផ្ទះ រាស់ ក្នុង ភូមិ ភាគ ខាង ជើង ភ្នំ

A. Kinds of Dwellings ប្រភេទ ផ្ទះ ភ្នំ ភាគ ខាង ជើង

p. 63 Show pictures of houses which have various styles. Explain the Cambodian style. For example, the house in Cambodia is usually built high on pillars (or stilts), about 8, 16, 32 pillars (depending on the size of the house). The roof is covered with clay tile, hay, or tin. The number of doors and windows depends on the size of the house. The house is usually built facing east.

បង្ហាញ រូបភាព ផ្ទះ ដែល មាន ស្ថានភាព ផ្សេងៗ គ្នា ។  
 ភាគ ច្រើន ផ្ទះ ភ្នំ ភាគ ខាង ជើង ភ្នំ ត្រូវ បាន កសាង ឡើង លើ  
 ស្ថាន ដែល មាន ទំនុក តែ ៥, ១០, ៣២ ។ ភាគ ច្រើន ផ្ទះ ភ្នំ  
 ផ្ទះ ភ្នំ ភាគ ខាង ជើង ភ្នំ ត្រូវ បាន កសាង ឡើង លើ  
 ជើង ដែល មាន ទំនុក តែ ៥, ១០, ៣២ ។ ភាគ ច្រើន ផ្ទះ ភ្នំ  
 រាង បាត់ ដូច គ្នា ។ ផ្ទះ ភ្នំ ភាគ ខាង ជើង ភ្នំ ត្រូវ បាន  
 កសាង ឡើង លើ ជើង ដែល មាន ទំនុក តែ ៥, ១០, ៣២ ។

Describe the Buddhist monastery and temple. Explain that the Cambodian Buddhist temple style is, in general, similar to the house in the village except for the roof, which is pointed. The pointed roof symbolizes a place for obtaining education and personal improvement.

វត្ត ភ្នំ ភាគ ខាង ជើង ភ្នំ ត្រូវ បាន កសាង ឡើង លើ  
 ជើង ដែល មាន ទំនុក តែ ៥, ១០, ៣២ ។ ភាគ ច្រើន ផ្ទះ ភ្នំ  
 ផ្ទះ ភ្នំ ភាគ ខាង ជើង ភ្នំ ត្រូវ បាន កសាង ឡើង លើ  
 ជើង ដែល មាន ទំនុក តែ ៥, ១០, ៣២ ។





American

Cambodian

(pillar, usually wood, sometimes cement)

ស គ្រា

(finished wood)

គ្រឿង

(elephant grass, braided)

ស្បែក

(tin)

ស្រូវ

(nails)

ប៊ែក គោល

(saw)

សាវ

(hammer)

ញាញា

(chisel)

កាត្រក

(carpenter's plane)

ប៊ែក ស្នាស

Compare the construction of buildings in Phnom Penh with that of the United States, and compare the methods of constructing buildings -- machine versus manual labor.

គួរ ធ្វើការ ប្រៀបធៀប រវាង វិធីសាស្ត្រ គេង ក្នុង  
ទី តោត ជា មួយ ទី វិធី សាស្ត្រ គេង ក្នុង អាមេរិក  
ទី វិធី ប្រៀបធៀប គ្នា រវាង វិធីសាស្ត្រ គេង ក្នុង  
អាមេរិក មួយ ទី វិធីសាស្ត្រ គេង ក្នុង ម៉ាស៊ីន ។

C. Housing Maintenance

ការ ថែទាំ ផ្ទះ លក់ ផ្ទះ

p. 67 Ask students to discuss the cleaning of public property (Chicago), such as in community parks. — garbage and trash collection and regulatory signs. Suggest pride in the community.



ចូរឲ្យសិស្សពិភាក្សាអំពីការសំណង់នៃសាខាណាម្នាក់ៗ  
 ដូចជា ក្នុង អំណាច ធានា ឬ ខ្លះ ទៀត ក៏ ត្រូវ ដាក់ សំណង  
 ក្នុង បំណង ដើម្បី មិន ឲ្យ ទោល សំណង ទៅ ក្នុង កន្លែង  
 នោះ ឡើយ។

Discuss with students the help that parents require of them at home before and after school time.

ពិភាក្សា ក្នុង ក្រុម អំពី ការ ប្រើ ប្រាស់ ក្នុង សិស្ស ដើម្បី ពុក ឬ ធានា  
 ដាក់ ឲ្យ ដឹង ទៅ ដល់ គ្រូ ពេល ត្រូវ ប្រើ ប្រាស់ ក្នុង គ្រូ ពេល ឆ្ងាយ  
 គ្រូ ពេល ជិត ក៏ ត្រូវ ដឹង។

Suggestions for the teacher

1. Make a list of the materials that are used in constructing buildings and apartment houses in both America and Cambodia, such as plaster, insulation, bricks, cement, nails, wood, tin; explain the use of elephant grass in Cambodia.
2. Have the students pronounce the words and explain what they are used for in construction. Invite a resource person from a real estate company or a specialist in housing development to talk to the class and explain how houses are constructed.



UNIT VI: SCHOOLS IN OUR COMMUNITY

វិធានការ : សាលារៀននៅកម្ពុជា និងសហរដ្ឋអាមេរិក

A. Special Aspects of Schools ផ្នែកពិសេសនៃសាលារៀន

Compare the educational system in Cambodia and the United States.

ធ្វើប្រៀបធៀបប្រព័ន្ធការសិក្សានៅកម្ពុជា និងសហរដ្ឋអាមេរិក។

Level

Cambodian

Elementary

Kindergarten (1 year for students in some of the private schools; no public kindergarten)  
Levels 1-7 (6 years)

Secondary

Cycle One: Levels 6-3 (4 years; diploma)  
Cycle Two: Levels 2 - certification (3 years; baccalaureate I and baccalaureate II)

American (Chicago)

Elementary

Prekindergarten (available to some public school students through special funding, full day or, usually, half day)  
Kindergarten (one year for all students for half a day or, less frequently, a full day)  
Levels 1-8 (8 years usually in the same building; also middle schools, upper grade centers, and elementary vocational grade centers in the system, beginning at levels 5, 6, or 7 usually)

Secondary

Levels 9-12 (4 years)





၈. နှိုင်း ကာ ဝိစေ နိ ပုပ္ဖာ နေ ကာ ဝိစေ နိ ပုပ္ဖာ နေ ကာ  
 ဝိစေ နိ ပုပ္ဖာ နေ ကာ ဝိစေ နိ ပုပ္ဖာ နေ ကာ  
 ဝိစေ နိ ပုပ္ဖာ နေ ကာ ဝိစေ နိ ပုပ္ဖာ နေ ကာ

C. Maintenance of School Property ကာ ဝိစေ နိ ပုပ္ဖာ နေ ကာ ဝိစေ နိ ပုပ္ဖာ နေ ကာ

p. 78 Show the students pictures of the school and the instructional materials, and explain to them how to take care of and use them.

ပုပ္ဖာ နေ ကာ ဝိစေ နိ ပုပ္ဖာ နေ ကာ ဝိစေ နိ ပုပ္ဖာ နေ ကာ  
 ဝိစေ နိ ပုပ္ဖာ နေ ကာ ဝိစေ နိ ပုပ္ဖာ နေ ကာ ဝိစေ နိ ပုပ္ဖာ နေ ကာ  
 ဝိစေ နိ ပုပ္ဖာ နေ ကာ ဝိစေ နိ ပုပ္ဖာ နေ ကာ

(Explain that) taxation is an obligatory contribution that the parents (and others) pay to maintain and improve the community schools.

(အဘယျ) ဘာ ကာ ဝိစေ နိ ပုပ္ဖာ နေ ကာ ဝိစေ နိ ပုပ္ဖာ နေ ကာ  
 ဝိစေ နိ ပုပ္ဖာ နေ ကာ ဝိစေ နိ ပုပ္ဖာ နေ ကာ ဝိစေ နိ ပုပ္ဖာ နေ ကာ  
 ဝိစေ နိ ပုပ္ဖာ နေ ကာ ဝိစေ နိ ပုပ္ဖာ နေ ကာ

D. Workers in Our Schools ကုမ္ပဏီ ဝိစေ နိ ပုပ္ဖာ နေ ကာ ဝိစေ နိ ပုပ္ဖာ နေ ကာ

Bring students to visit a maintenance shop for the school, and ask the school engineer to explain the work of keeping the school clean and in proper condition, such as windows and doors.

နိ ပုပ္ဖာ နေ ကာ ဝိစေ နိ ပုပ္ဖာ နေ ကာ ဝိစေ နိ ပုပ္ဖာ နေ ကာ  
 ဝိစေ နိ ပုပ္ဖာ နေ ကာ ဝိစေ နိ ပုပ္ဖာ နေ ကာ ဝိစေ နိ ပုပ္ဖာ နေ ကာ



### Suggestions for the Teacher

1. Explain to the children how to participate and cooperate with other ethnic groups in the classroom. Provide projects and other activities in which children identify and solve problem cooperatively.
2. Tell the children how costs for providing and operating the community schools are paid for. Have the students name services required for operating and maintaining their school.
3. Point out a service that one of the students is performing at the time. Ask the students to name other services that they provide during the school day.

UNIT VII: RECREATION FOR OUR COMMUNITY

វគ្គទី៧ : ការកំសាន្ត សម្រាប់សហគមន៍យើង

A. Places for Recreation កន្លែងសម្រាប់កំសាន្ត

Name one (or more) public parks in Chicago, and tell how public parks in the United States and Cambodia are named.

ឃ្លាកំសាន្ត : ស្ថានីយសំបុកស្រូវ ឬ ឈ្មោះមនុស្ស  
 ឈ្មោះឃ្លាកំសាន្តក្នុងសហរដ្ឋអាមេរិក : ស្ថានីយសំបុកស្រូវ ឬ ឈ្មោះ  
 ឃ្លាកំសាន្តក្នុងកម្ពុជា : ឈ្មោះសត្វល្អិត ឬ ឈ្មោះមនុស្ស

American

Cambodian

Lincoln Park  
(name of a person)

ស្ថានីយសំបុកស្រូវ

Oriole Park  
(name of a bird)

ស្ថានីយសំបុកស្រូវ

Show (the students) a map of Cambodia and describe tourist centers, such as the Angkor Wat, Angkor Thom, (Seam Reap province), the Falls (Kompot province), the beach (Kampong Som) and the National Museum in Phnom Penh; compare the tourist attractions with those of Chicago, such as the zoo, Field Museum, the beach, etc.

បង្ហាញផែនទីកម្ពុជា និងកំណត់ទីកន្លែងកំសាន្ត  
 ដូចជា : វត្តភ្នំ, វត្តបាវេ, (ខេត្តសៀមរាប), ទឹកលា  
 (ខេត្តកំពត), ដូនសង្កែ (កំពង់សោម) និងការបង្ហាញ  
 ឈ្មោះទីកន្លែងកំសាន្តក្នុងសហរដ្ឋអាមេរិក  
 ដូចជា : ស្ថានីយសំបុកស្រូវ ឬ ឈ្មោះមនុស្ស  
 ឈ្មោះឃ្លាកំសាន្តក្នុងសហរដ្ឋអាមេរិក  
 ដូចជា : ស្ថានីយសំបុកស្រូវ ឬ ឈ្មោះមនុស្ស





Suggestions for the teacher

1. Show the children a map of Chicago and locate recreational facilities in the community. Assist the students as they tell the advantages of public recreational places and the responsibilities they should accept in the preservation of public property.
2. Arrange the children in groups and have them discuss recreational places and popular games people like to play in their own (Cambodian and American) communities, so that they can improve their English-speaking and also share their culture with others.

UNIT VIII: EFFECT OF WEATHER AND CLIMATE ON OUR WAY OF LIVING

វិភាគ : ឧបទ្វីបកម្ពុជា និង អាមេរិកខាងជើង  
 តាមតារាងខាងក្រោម

A. Components of Weather and Climate ឧបទ្វីបកម្ពុជា និង អាមេរិកខាងជើង

p. 106 Discuss the climate in Cambodia and compare with Chicago's climate.

តារាងប្រៀបធៀបអាកាសធាតុរវាងកម្ពុជា និង អាមេរិកខាងជើង  
 តាមតារាងខាងក្រោម

<u>Chicago</u>	<u>Cambodia</u>
cloudy	warm
snowy	sunny
cool	hot
cold	rainy (monsoon)
rainy	cloudy
sunny	dry
warm	wet
humid	humid
hot	stormy
windy, gusty	breezy

Note: Heavy (winter-type) coats are not needed in Cambodia, but heavy raincoats are sometimes worn because umbrellas are not always sufficient during heavy rains.



B. Seasons of the Year ឆ្នាំប្រាំបួន

p. 107 Tell the children that the way of naming the months in Cambodia is based on two types of calendars -- the lunar and the solar.

រដូវប្រាំងនិងរដូវវស្សានៃឆ្នាំប្រាំបួន  
 ៤៥ ឆ្នាំ និង ៤៥ ឆ្នាំ គ.ក. ១

(Lunar System\*)

Dry Season  
 (There are six months, November-April)

៤៥ ឆ្នាំ  
 កញ្ញា ខែ ១១ ១២ ១៣ ១៤ ១៥  
 ម.ប. វិច្ឆិកា ធ្នូ មករា កុម្ភៈ កើត

Wet Season  
 (There are six months, May-October)

កើត ១ ២ ៣ ៤ ៥ ៦  
 មិថុនា មេសា ឧសភា មិថុនា កើត ១ ២ ៣ ៤ ៥ ៦ ៧ ៨ ៩ ១០ ១១ ១២ ១៣ ១៤ ១៥ ១៦ ១៧ ១៨ ១៩ ២០ ២១ ២២ ២៣ ២៤ ២៥ ២៦ ២៧ ២៨ ២៩ ៣០ ៣១

(Solar System)

Dry Season  
 (There are six months, November - April)

៤៥ ឆ្នាំ  
 វិច្ឆិកា ខែ ១១ ១២ ១៣ ១៤ ១៥  
 កុម្ភៈ ធ្នូ មករា កុម្ភៈ កើត

Wet Season  
 (There are six months, May - October)

ឧសភា មិថុនា មេសា កុម្ភៈ កើត ១ ២ ៣ ៤ ៥ ៦ ៧ ៨ ៩ ១០ ១១ ១២ ១៣ ១៤ ១៥ ១៦ ១៧ ១៨ ១៩ ២០ ២១ ២២ ២៣ ២៤ ២៥ ២៦ ២៧ ២៨ ២៩ ៣០ ៣១

Note: In the lunar system, December is the first month and November is the last month.

កំណត់សំគាល់: វិច្ឆិកា ខែ ១១ ១២ ១៣ ១៤ ១៥  
 កុម្ភៈ ធ្នូ មករា កុម្ភៈ កើត ១ ២ ៣ ៤ ៥ ៦ ៧ ៨ ៩ ១០ ១១ ១២ ១៣ ១៤ ១៥ ១៦ ១៧ ១៨ ១៩ ២០ ២១ ២២ ២៣ ២៤ ២៥ ២៦ ២៧ ២៨ ២៩ ៣០ ៣១

\*The nomenclature for the lunar and the solar systems differs. The Cambodian New Year now falls in the month of April, when farmers are freer to celebrate.



C. Impact of the Seasons in Various Geographic Areas

វិសេសភាព រដូវកាល ក្នុង តំបន់ ផ្សេងៗ គ្នា

p. 108 Describe and compare the impact of the seasons in Cambodia and Chicago.

ឧទាហរណ៍ ដល់ គ្រប់ គ្រូ បង្រៀន វិសេសភាព រដូវកាល  
 ក្នុង តំបន់ ផ្សេងៗ គ្នា ដូច គ្នា ឬ ខុស គ្នា

Cambodia	{	winter: dry, harvesting time, a little cool
		summer: hot, flowers wilt, vacation time
		rainy : trees changing leaves, growing time
Chicago	{	autumn: cool, falling leaves
		winter: cold, snow, short day
		spring: changing leaves, happy birds, planting time
		summer: often hot and humid, long day, vacation time

Suggestions for the teacher

1. Show the globe to the students and raise this question: Why are the weather and climate in each country different?
2. Compare the names of the months in the United States with those in Cambodia, such as:

January = មករា  
 etc.

3. Discuss the season festivals and celebrations in Cambodia.



UNIT XII: AN URBAN AREA OVERSEAS--ROME, ITALY

វគ្គទី ១២ : ទីក្រុងរ៉ូម ក្នុងតំបន់ស្រុកឯកសារ ភាសាសម្រេច  
រ៉ូម - រ៉ូម៉ាន

A. Comparison of Romans with Chicagoans and Cambodians

ការប្រៀបធៀប រ៉ូម៉ាន ជាមួយ រ៉ូម៉ាន អាមេរិក ឬ កម្ពុជា ដើម្បី ប្រើប្រាស់ ពាក្យ រ៉ូម៉ាន

p. 181 Use the polite expressions (expressions of politeness) for addressing people as follows:

ខ្ញុំ ពាក្យសម្រាប់ ទិញ  
ទិញ ទិញ ទិញ ទិញ ទិញ ទិញ ទិញ ទិញ ទិញ ទិញ

American

Cambodian

Good morning.

អាទិត្យ ល្អ

Good afternoon.

ទឹក ល្អ

Good evening.

សាលា ល្អ

Good night.

ភ្លឺ ល្អ

Please.

សូម បង្គំ, សូម

Thank you.

អរគុណ

How are you?

អ្នក ល្អ ឬ យូរ ឬ ទេ?

Count the cardinal numbers from one through ten in both Cambodian and English and write them (on the chalkboard).

រាប់ លេខ ក្នុង ភាសា ខ្មែរ មួយ ពី មួយ ដល់ ដប់ រួច ចេញ  
លេខ ក្នុង ភាសា អង់គ្លេស មួយ ពី មួយ ដល់ ដប់ រួច ចេញ :



Teach the students modern and classical Cambodian music. Also show a film concerning Cambodian arts. (Obtain from the public library, Angkor Wat reference.)

បង្រៀន និងស្តាប់តន្ត្រីបទចម្រៀន និងម៉ែលូដ៊ីក  
 បទភាណ្យ ដើម្បីបញ្ជាក់អំពីភាពល្អនៃសិល្បៈខ្មែរ  
 នាពេលនេះសិល្បៈខ្មែរ។

B. Types of Activity in Rome ប្រភេទនៃសកម្មភាពនៅក្នុងខ្មែរ

p. 185 Describe activities of Cambodians during their New Year celebration, the death anniversary, fund-raising parties, and the water festival.

ការប្រារព្ធពិធីបុណ្យឆ្នាំថ្មី និងសកម្មភាពនៃប្រជាជនខ្មែរ  
 នៅពេលប្រគល់ទីដីបុណ្យ បុណ្យអំប៊ុយ បុណ្យកម្រៃ  
 ដី បុណ្យអំបុក។

Describe for the students popular games that Cambodians like to play during the New Year celebration.

ការប្រារព្ធពិធីបុណ្យឆ្នាំថ្មី និងសកម្មភាពនៃប្រជាជនខ្មែរ  
 ខ្មែរ ដើម្បីលេងល្បែងប្រកួតប្រជែង ដើម្បីប្រមូល  
 ប្រាក់។

Describe for the students activities of farmers during harvest time.

ការពង្រឹងសកម្មភាពនៃអ្នកស្រែកាសិករនៅ  
 ពេលប្រគល់ទីដី។





The role of the husband is to work and provide the necessities of life for his wife and children. The wife's duty is to manage and control the family budget and take care of the home and children as well as prepare food for the whole family three times daily.

D. Features of Interest in Rome

សក្ខណៈ សំខាន់ៗ នៅ ក្រុង រ៉ូម

p. 187 Show the film "Angkor Wat"\* and have the students study famous monuments, as follows:

Angkor Wat: built by King Suriya Varaman II during the 12th century.

Eākong: built by Intra Varaman in 881 A.D.

Baksei Cham Krong: built by Hāsa Varaman I during the 10th century.

Pray Roup: built by Rea Chin-Tren Varaman in 961 A.D.

Takeo: built by Suriya Varaman I during the 11th century.

ឧទាហរណ៍ ព្រះវិហារ ANGKOR WAT

រូប សិក្សា អំពី គ្រឹះការ សំខាន់ៗ

ដូច គឺ មាន ដូច ខាង ក្រោម :

គ្រឹះការ បាវត្តវិហារ :

គ្រឹះការ បាវត្តវិហារ កសាង ឡើង ដោយ ព្រះ បាទ ជ័យវរ្ម័ន ទី ១ កសាង ឡើង ក្នុង ឆ្នាំ ១២១១

គ្រឹះការ បាវត្តវិហារ :

គ្រឹះការ បាវត្តវិហារ កសាង ឡើង ដោយ ព្រះ បាទ ជ័យវរ្ម័ន ទី ១ កសាង ឡើង ក្នុង ឆ្នាំ ១២១១

គ្រឹះការ បាវត្តវិហារ :

គ្រឹះការ បាវត្តវិហារ កសាង ឡើង ដោយ ព្រះ បាទ ជ័យវរ្ម័ន ទី ១ កសាង ឡើង ក្នុង ឆ្នាំ ១២១១

\*Available through the Cambodian Association of America, Illinois.

④ ਸਾਹ ਸੰਗ੍ਰਹ :

④ ਸਾਹ ਸਾਹਿਬ

④: ਯਾਦ ਸਾਹਿਬ ਸੰਗ੍ਰਹਿ ਕਲਮ  
ਸੰਗ੍ਰਹਿ ੨ ਸਾਹਿਬ ਸੰਗ੍ਰਹਿ ੧੯੧੧

④: ਯਾਦ ਸਾਹਿਬ ਸੰਗ੍ਰਹਿ ੧੯  
ਸਾਹਿਬ ਸੰਗ੍ਰਹਿ ੧੯੧੧

PRIMARY THREE

UNITS I-VII

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UNIT 1: CHICAGO--OUR GREAT CITY

វិភាគទី ១: លីកាហ្គូ -- ជាតិដ៏មហាវបស្សន៍លើស

A. Features of the City of Chicago សក្ខណៈពិសេសនៃជាតិលីកាហ្គូ

p. 3 Describe important features of the Great Lakes (Lake Michigan, Lake Ontario, Lake Huron, Lake Superior, Lake Erie) and of the Tonle Sap Lake in Cambodia.

ចូរពណ៌នាអំពីវិស្វកាលមហាសមុទ្រនៃអាមេរិកខាងជើង  
 រហូតដល់វិស្វកាលស្រីសោយនៃប្រទេសកម្ពុជា។

Ask the students to identify such features as the following:

ចូរស្រាវជ្រាវអំពីលក្ខណៈពិសេសខ្លះៗដូចតទៅនេះ

<u>Chicago</u>	<u>Phnom Penh</u>
size	ទំហំ
location	ទីកន្លែង
climate (see p. 75)	អាកាសធាតុ
population	ចំនួនប្រជាជន
industry and commerce	ឧស្សាហកម្មនិងពាណិជ្ជកម្ម



Explain the transportation system of Chicago (subway, elevated, and surface trains; buses; taxi cabs; commuter boats;...)

ဥပမာအားဖြင့် မိုတော်စီကား၊ အင်္ဂါယာဉ်၊ လမ်းပန်းဆိုင်ခရီးစဉ်၊  
ဘူတာ၊ ခရီးစဉ်၊ ရေပင်လယ်၊ ရေကန်...။

Explain how to use the subway in Chicago. Include the following:

Explain the subway schedule.

ဥပမာအားဖြင့် မိုတော်စီကား၊ အင်္ဂါယာဉ်၊ လမ်းပန်းဆိုင်ခရီးစဉ်၊  
ဘူတာ၊ ခရီးစဉ်၊ ရေပင်လယ်၊ ရေကန်...။

Specify the various subway/elevated lines in Chicago.

ဥပမာအားဖြင့် မိုတော်စီကား၊ အင်္ဂါယာဉ်၊ လမ်းပန်းဆိုင်ခရီးစဉ်၊  
ဘူတာ၊ ခရီးစဉ်၊ ရေပင်လယ်၊ ရေကန်...။

Specify the regular adult and children's fare and the fare paid by students and senior citizens.

ဥပမာအားဖြင့် မိုတော်စီကား၊ အင်္ဂါယာဉ်၊ လမ်းပန်းဆိုင်ခရီးစဉ်၊  
ဘူတာ၊ ခရီးစဉ်၊ ရေပင်လယ်၊ ရေကန်...။

Identify regulations that students should know in regard to paying the fare.

ဥပမာအားဖြင့် မိုတော်စီကား၊ အင်္ဂါယာဉ်၊ လမ်းပန်းဆိုင်ခရီးစဉ်၊  
ဘူတာ၊ ခရီးစဉ်၊ ရေပင်လယ်၊ ရေကန်...။

Explain the meaning of A, B, and ALL STOPS for the Chicago subway.

ဥပမာအားဖြင့် မိုတော်စီကား၊ အင်္ဂါယာဉ်၊ လမ်းပန်းဆိုင်ခရီးစဉ်၊  
ဘူတာ၊ ခရီးစဉ်၊ ရေပင်လယ်၊ ရေကန်...။

Have the students describe some of the steps to be followed in preparing for and making a return trip by bus from their home to a given destination in Chicago.

ဥပမာအားဖြင့် မိုတော်စီကား၊ အင်္ဂါယာဉ်၊ လမ်းပန်းဆိုင်ခရီးစဉ်၊  
ဘူတာ၊ ခရီးစဉ်၊ ရေပင်လယ်၊ ရေကန်...။





Ask the students to estimate the number of Khmers, Chinese, Vietnamese, and Khmer Moslems in Phnom Penh and in Chicago. On the chalkboard write their responses and the numbers obtained from published materials.

ស្រុកកម្ពុជា តើ មាន ប្រជាជន ប៉ុន្មាន ប្រមាណ ប៉ុន្មាន ខ្មែរ ចិន លាវ  
 វៀតណាម ម៉ូស្លីម ក្នុង ភ្នំពេញ តើ មាន ប៉ុន្មាន ប្រមាណ ប៉ុន្មាន ។ តើ  
 មាន ប៉ុន្មាន ក្នុង ប្រទេស កម្ពុជា ទាំង មូល តើ មាន ប៉ុន្មាន ប្រមាណ ប៉ុន្មាន ។  
 តើ មាន ប៉ុន្មាន ក្នុង ប្រទេស កម្ពុជា ទាំង មូល តើ មាន ប៉ុន្មាន ប្រមាណ ប៉ុន្មាន ។

Have the students name and count the large public stadiums in Chicago and in Phnom Penh.\*

ស្រុកកម្ពុជា តើ មាន ប្រជាជន ប៉ុន្មាន ប្រមាណ ប៉ុន្មាន ខ្មែរ ចិន លាវ  
 វៀតណាម ម៉ូស្លីម ក្នុង ភ្នំពេញ តើ មាន ប៉ុន្មាន ប្រមាណ ប៉ុន្មាន ។ តើ  
 មាន ប៉ុន្មាន ក្នុង ប្រទេស កម្ពុជា ទាំង មូល តើ មាន ប៉ុន្មាន ប្រមាណ ប៉ុន្មាន ។

Describe and compare the life of the Cambodian farmer and the life of Phnom Penhians.

ស្រុកកម្ពុជា តើ មាន ប្រជាជន ប៉ុន្មាន ប្រមាណ ប៉ុន្មាន ខ្មែរ ចិន លាវ  
 វៀតណាម ម៉ូស្លីម ក្នុង ភ្នំពេញ តើ មាន ប៉ុន្មាន ប្រមាណ ប៉ុន្មាន ។ តើ  
 មាន ប៉ុន្មាន ក្នុង ប្រទេស កម្ពុជា ទាំង មូល តើ មាន ប៉ុន្មាន ប្រមាណ ប៉ុន្មាន ។

Have the students list the occupations of Phnom Penhians.\*\*

ស្រុកកម្ពុជា តើ មាន ប្រជាជន ប៉ុន្មាន ប្រមាណ ប៉ុន្មាន ខ្មែរ ចិន លាវ  
 វៀតណាម ម៉ូស្លីម ក្នុង ភ្នំពេញ តើ មាន ប៉ុន្មាន ប្រមាណ ប៉ុន្មាន ។ តើ  
 មាន ប៉ុន្មាន ក្នុង ប្រទេស កម្ពុជា ទាំង មូល តើ មាន ប៉ុន្មាន ប្រមាណ ប៉ុន្មាន ។

Explain to the students that, because of changes in the territory of Cambodia, Phnom Penh is now closer to the southern border of Cambodia than formerly.

ស្រុកកម្ពុជា តើ មាន ប្រជាជន ប៉ុន្មាន ប្រមាណ ប៉ុន្មាន ខ្មែរ ចិន លាវ  
 វៀតណាម ម៉ូស្លីម ក្នុង ភ្នំពេញ តើ មាន ប៉ុន្មាន ប្រមាណ ប៉ុន្មាន ។ តើ  
 មាន ប៉ុន្មាន ក្នុង ប្រទេស កម្ពុជា ទាំង មូល តើ មាន ប៉ុន្មាន ប្រមាណ ប៉ុន្មាន ។

\*In Phnom Penh there are two stadiums, the Olympic Stadium and the Psa Tauch Stadium. Stadiums located in Chicago are listed in the telephone book.

\*\*The largest employers are the governmental agencies.



Help the students locate the main network of highways radiating from Phnom Penh, and the air traffic network.

ស្រុក លា វិល ភ្នំ ពេញ ឲ្យ ចង គូ រោង រោង ប ហ៊ុន ជ័យ ភា  
វិល ល រោង ភ្នំ ពេញ ភ្នំ ពេញ រោង រោង ភា ភា ភា ភា ។

Explain the origin of the name Phnom Penh. Tell the Cambodian legend of an ingenious old woman called Daun Penh.

ស្រុក ពេញ ល ប ភា វិល ភ្នំ ពេញ : ភ្នំ ពេញ ។  
ស្រុក ពេញ ល ភ្នំ ពេញ " លា ល ភ្នំ ពេញ " ។





ក្នុងទីផ្សារ ភ្នំពេញ មានលក់ ផ្លែឈើ ជាច្រើន ប្រភេទ ដូចជា ផ្លែឈើ ខ្លះ មាន តម្លៃ ថោក ខ្លះ មាន តម្លៃ ថ្លៃ ។

Have the students list fruits sold in the Phnom Penh market, such as:

banana (several varieties)	បាណា
watermelon	ទឹកស្រក
sweet cucumber	ក្រូចស្រស់
mango	ម៉ាង
papaya	ប៉ាបាយ
tara root	តារ៉ា
apple	ប៊ូប
durian	ទ្រូង

Bring newspaper advertisements to school to explain the practice of discounting prices for vegetables and other grocery items. Compare this practice with ways of retailing products in Cambodia.

ក្នុងទីផ្សារ ភ្នំពេញ មានលក់ ផ្លែឈើ ជាច្រើន ប្រភេទ ដូចជា ផ្លែឈើ ខ្លះ មាន តម្លៃ ថោក ខ្លះ មាន តម្លៃ ថ្លៃ ។ ការ កាត់ តម្លៃ ផ្លែឈើ ខ្លះ គឺ ដើម្បី ទាក់ទាញ អតិថិជន មក ទិញ ផ្លែឈើ ទាំងនោះ ។ ការ កាត់ តម្លៃ ផ្លែឈើ ខ្លះ គឺ ដើម្បី លក់ ផ្លែឈើ ទាំងនោះ ឱ្យ បាន លឿន ។

Have the students read aloud and repeat the names of vegetables seen in the above newspaper clippings. Have them also spell the words aloud.

បង្កាប ឯកសារ ឲ្យ អាជីព្រា ឈ្មោះ បន្លែ គ្រប់ ប្រភេទ  
 ដែល មាន លក់ ទៅ ទិញ តាម ទីផ្សារ ។ បង្កាប ឯកសារ ឲ្យ  
 ប្រកប ភារកិច្ច ទាំង នោះ ខ្លះ ខ្លះ ។

Ask the students why Cambodians prefer to eat fresh vegetables.

ស្រាវ រក ហេតុ អ្វី ពួក គេ ប្រើ ប្រាស់ បន្លែ គ្រប់ ប្រភេទ ។

List on the chalkboard the kinds of fish sold in the market in Cambodia.

ប្រកប ភារកិច្ច ទាំង នោះ ខ្លះ ខ្លះ ។ ឈ្មោះ ប្រភេទ ត្រី គ្រប់ ប្រភេទ  
 ដែល មាន លក់ ទៅ ទិញ តាម ទីផ្សារ ។

Ask the students why Cambodian people prefer eating fresh water fish to sea fish.

ស្រាវ រក ហេតុ អ្វី ពួក គេ ប្រើ ប្រាស់ ត្រី ទឹក ថ្លា ជា ជាង ត្រី ទឹក ក្រចក ។

Explain the meaning of open housing.

ប្រកប ភារកិច្ច ទាំង នោះ ខ្លះ ខ្លះ ។ ឈ្មោះ ប្រភេទ ត្រី គ្រប់ ប្រភេទ

Explain the meaning of the following: advertising brand name, consumer, retailer, wholesale, generic product.

B. Provision for Business and Industry

ស្រាវ រក ហេតុ អ្វី ពួក គេ ប្រើ ប្រាស់ ត្រី ទឹក ថ្លា ជា ជាង ត្រី ទឹក ក្រចក ។

p. 30 Explain to the students the need to fill out the census form and the advantages of collecting census data.

ប្រកប ភារកិច្ច ទាំង នោះ ខ្លះ ខ្លះ ។ ឈ្មោះ ប្រភេទ ត្រី គ្រប់ ប្រភេទ











voting booth	ပုဂ္ဂိုလ်တို့အတွက်	property	ကုန်ပစ္စည်း
voting machine	ပုံနှိပ်စက်	taxes	ကုန်
registered	ကတိ	tenant	အိမ်ထောင်စု

Help the students list the public services provided for the school community.

လူမှုဝန်ထမ်းများကို စာရင်းတင်စဉ်တွင် ပါဝင်စေရန်: ကျား၊ မိန်းမ၊ ကလေးများ

Help the students find out where and how taxes are collected in Chicago--such as from business owners, home owners, landlords, purchasers of car and marriage licenses.

ဤမြို့နယ်ရှိ မိမိတို့နေထိုင်ရာဒေသရှိ ကုန်သည်များ၊ အိမ်ရှင်များ၊ မှော်စာနှင့် လက်ထပ်ရေးခွင့် ဝယ်ယူသူများမှ ကုန်ခံများကို ရှာဖွေရန်။

Have the students locate the streets in their neighborhood which have parking meters. Help them determine the reasons why the parking meters are needed. List on the chalkboard the parking regulations.

ဤမြို့နယ်ရှိ မိမိတို့နေထိုင်ရာဒေသရှိ ကားရပ်ကွက်များတွင် မည်သည့်ကားရပ်ကွက်များတွင် ကားရပ်ကွက်များ ရှိသော်လည်းကောင်း၊ မရှိသော်လည်းကောင်း ရှာဖွေရန်။

Explain to the students that sometimes people need help from a social agency. Give examples of services provided by social agencies, and explain some of the requirements for receiving the services. Ask the students to find out the location of social services in their community and the hours when the agencies are open for service. Explain the sources of the money for providing the services, such as--

ဤမြို့နယ်ရှိ မိမိတို့နေထိုင်ရာဒေသရှိ လူမှုဝန်ထမ်းများ၏ ဝန်ထမ်းများကို ရှာဖွေရန်။









Have the students name free entertainment centers in Phnom Penh.

ចូររាយនាមទីកន្លែងបំភ្លឺសេរីសេរីនៅភ្នំពេញ។  
 ឈ្មោះ និង ទីតាំង ទីកន្លែងបំភ្លឺសេរីសេរី។

Obtain a copy of the Directory of the Chicago Public Schools and show the students the listing of the high schools. Use the telephone book to point out the name and location of colleges and universities located in Chicago. Explain City Colleges.

ចូររាយនាមសាលាធានាគុណភាពខ្ពស់នៅក្នុងក្រុង  
 ចិនហៃ។ ចូររាយនាមសាលាខ្ពស់ៗនៅក្នុង  
 ក្រុងចិនហៃ។ ចូររាយនាមសាលាខ្ពស់ៗនៅក្នុង  
 ក្រុងចិនហៃ។

p. 61 Have the students locate and write the name, address, and phone number of the public library nearest their home. Tell the students that they can use the resources of any library in the city. Show them where the listing of libraries is located in the telephone book.

ចូររាយនាមសាលាសាធារណៈនៅជិតផ្ទះ  
 របស់អ្នក។ ចូររាយនាមសាលាសាធារណៈ  
 នៅក្នុងក្រុងចិនហៃ។ ចូររាយនាមសាលាសាធារណៈ  
 នៅក្នុងក្រុងចិនហៃ។

Tell the students about library procedures, and visit a local library with the students to help them become better acquainted with library services and procedures. Have each student examine and take notes on materials concerned with a pre-chosen research project.

ចូររាយនាមសាលាសាធារណៈនៅជិតផ្ទះ  
 របស់អ្នក។ ចូររាយនាមសាលាសាធារណៈ  
 នៅក្នុងក្រុងចិនហៃ។ ចូររាយនាមសាលាសាធារណៈ  
 នៅក្នុងក្រុងចិនហៃ។



Take the students to the Christmas around the World Exhibit at the Museum of Science and Industry, to increase their understanding of various ethnic groups in Chicago.

នឹង ទៅ ឲ្យ សិស្ស លា លំ ច្បាស់ អំពី បុណ្យ កំណើត គ្រីស្ទ ជា អ្នក  
 ផ្លែ កា ឧស្សា ពិពាណិ ជម្រាប បុណ្យ កំណើត គ្រីស្ទ ទៅ លា មន្ត្រី គ្រប់ គ្រា ណា មួយ  
 ក៏ ដូច ទស្សនា ហា កម្ម ។

C. Center of Architecture បណ្ណាល័យ វិស្វកម្ម កម្ពុជា

Help the students name the expressways in Phnom Penh.

ស្តុ លា ទិពា ភ័ សិ ស្ស ឲ្យ ប្រាប់ ឈ្មោះ មហាវិថី ចុង ទៅ រដ្ឋ គ្រប់ ទ្វីប កម្ពុជា ។

Explain the collection of tolls on the Illinois Tollroad. Ask the students whether highway tolls were collected in Phnom Penh or in Cambodia. Explain that only a few highways in the United States require the payment of tolls.

ចូរ ពន្យល់ អំពី ការ បង់ ពន្ធ លើ មហាវិថី ទៅ រដ្ឋ គ្រប់ ទ្វីប កម្ពុជា ។  
 តើ សិស្ស ខ្លះ ណា បាន ឃើញ ការ បង់ ពន្ធ លើ ប្រទេស ទេ ទៅ គ្រប់ ទ្វីប  
 កម្ពុជា ឬ ប្រទេស កម្ពុជា ឬ ទេ ចូរ ពន្យល់ ពី មហាវិថី កម្ពុជា  
 ក៏ ដូច គ្រប់ ទ្វីប ខ្លះ ទេ តើ លា ទេ កម្រិត ទោល បង់ ពន្ធ ទេ ។

Have the students name and draw the tallest building in Chicago. Ask them how it compares in height with the world's tallest buildings and with tall buildings in Phnom Penh and in many cities in the United States.

ចូរ ប្រាប់ សិស្ស ឲ្យ កត់ រាយ ឈ្មោះ បង្អស់ ទៅ គ្រប់ ទ្វីប កម្ពុជា គ្រប់  
 ទ្វីប បញ្ជាក់ ឈ្មោះ គេ ក៏ ដូច ស្តុ លា ទិពា ភ័ ទៅ រដ្ឋ គ្រប់ ទ្វីប កម្ពុជា  
 កម្ពុជា ឬ បញ្ជាក់ ឈ្មោះ ទេ ទៅ គ្រប់ ទ្វីប កម្ពុជា ទៅ រដ្ឋ គ្រប់ ទ្វីប កម្ពុជា ឬ  
 គ្រប់ ទ្វីប កម្ពុជា ទៅ រដ្ឋ គ្រប់ ទ្វីប កម្ពុជា ។

Obtain and show pictures of such buildings in Chicago as the Merchandise Mart, Sears Tower, Navy Pier ones, Hancock Building, Prudential Building. Point out some of their architectural features.



ចូរ បញ្ជាក់ ពាក្យ មួយ ប្រភេទ ណា មួយ ខ្លះ ទៅ ជា ភាសា ខ្មែរ ដូច ជា កំពុង រស់ រាន វិញ , កំពុង រស់ រាន វិញ , រស់ រាន វិញ , រស់ រាន វិញ , រស់ រាន វិញ ។

Explain the term urban renewal and locate urban renewal areas on a Chicago map.

ចូរ បញ្ជាក់ ពាក្យ មួយ ប្រភេទ ណា មួយ ខ្លះ ទៅ ជា ភាសា ខ្មែរ ដូច ជា កំពុង រស់ រាន វិញ , កំពុង រស់ រាន វិញ , រស់ រាន វិញ , រស់ រាន វិញ , រស់ រាន វិញ ។

Tell the students how the new downtown mall is part of a much greater plan to beautify and revitalize the downtown area and better serve Chicagoans. Explain the plan and the latest development.

ចូរ ពណ៌នា ទៅ មេត្តា អ្នក មាន ជំនាញ ដ៏ ល្អ អំពី ការ កែ លម្អ ទី កណ្តាល ទី កណ្តាល ទី កណ្តាល ។

D. Center of Beauty បណ្តាល ទៅ ទី កណ្តាល

Discuss the park system in Chicago and the Forest Preserves. Include the reasons why so much land has remained preserved for the enjoyment of the people. Have the students name and locate the park(s) in their neighborhood. Ask them the names of parks they used or knew about in Cambodia.

ចូរ ពណ៌នា ទៅ មេត្តា អ្នក មាន ជំនាញ ដ៏ ល្អ អំពី ការ កែ លម្អ ទី កណ្តាល ទី កណ្តាល ទី កណ្តាល ។

Help the students describe street cleaning in Chicago and in Phnom Penh.

ចូរ ពណ៌នា ទៅ មេត្តា អ្នក មាន ជំនាញ ដ៏ ល្អ អំពី ការ កែ លម្អ ទី កណ្តាល ទី កណ្តាល ទី កណ្តាល ។





UNIT IV: CHICAGO--OUR EARLY HISTORY

វិភាគ៖ ឈរកក -- ប្រវត្តិសាស្ត្រដើម

A. Indians of Chicagoland

ជនដើមកំណើតនៅដីបង់ឈរកក

Tell the students about the early history of the capital of Cambodia, Phnom Penh.

ប្រាប់សិស្សអំពីប្រវត្តិសាស្ត្រនៃដីបង់ឈរកក ក្នុងរយៈពេលដំបូង។

Obtain pictures of Indians living in Chicago and show them to the students.

រករូបភាពនៃជនដើមកំណើតនៅឈរកក ហើយបង្ហាញសិស្ស។

Ask the students to pretend to be a Chicago Indian talking to a visitor. Have them tell the visitor about the weather, plants, waterways of the region and about interesting things they do.

ឱ្យសិស្សប្រកាសខ្លួនខ្លួនថាជនដើមកំណើតនៅឈរកក ហើយប្រាប់អ្នកដំណើរ អំពីអាកាសធាតុ រុក្ខជាតិ ដើមឈើ ទន្លេ ទន្លេ និងទន្លេផ្សេងៗទៀត និងអំពី របៀបរស់នៅរបស់ពួកគេ។

Ask the students to find out the origin of the word Illinois. Review the library skills required for this activity.

ស្វែងរកដើមកំណើតនៃពាក្យ Illinois ហើយបង្ហាញឱ្យសិស្សដឹង។

Discuss the ways in which the Indians helped the first settlers in the Chicago area. Discuss the lifestyle of the first settlers.

ពិភាក្សាអំពីរបៀបដែលជនដើមកំណើតបានជួយដល់អ្នកដំណើរដំបូងនៅឈរកក និងរបៀបរស់នៅរបស់ពួកគេ។ ពិភាក្សាអំពីលក្ខណៈរបស់ជនដំណើរដំបូងនៅឈរកក។





၇၂ မှတ်တိုင်ကျ စာလေ့နည်း နာမည်ရှိ နာမည်များ နောက်ပိုင်းပညာရေးအတွက်  
 ရှိပြီး နောက်ပိုင်းပညာရေးအတွက် ပညာရေးအဖွဲ့အစည်းများ နောက်ပိုင်းပညာရေး  
 အဖွဲ့အစည်းများ နောက်ပိုင်းပညာရေးအဖွဲ့အစည်းများ

Explain the following words and have the students learn them:

Pontiac

Shabbona

Blackhawk

Sauganash

Black Partridge

Big Foot

Wa-Baun-See

Illini

Little Turtle

Little Sioux

Compare the Indian way of living with that of Cambodians in ancient times.

၇၂ မှတ်တိုင်ကျ စာလေ့နည်း နာမည်ရှိ နာမည်များ နောက်ပိုင်းပညာရေးအတွက်  
 ရှိပြီး နောက်ပိုင်းပညာရေးအတွက် ပညာရေးအဖွဲ့အစည်းများ နောက်ပိုင်းပညာရေး

Plan with the students a visit to the American Indian wings of the Field Museum. Point out some of the displays, such as clothing, tools, handiwork, and the replica of an Indian dwelling. Visit the museum with the students, and have them write a report which will serve as a summary of their study of the American Indian.

၇၂ မှတ်တိုင်ကျ စာလေ့နည်း နာမည်ရှိ နာမည်များ နောက်ပိုင်းပညာရေးအတွက်  
 ရှိပြီး နောက်ပိုင်းပညာရေးအတွက် ပညာရေးအဖွဲ့အစည်းများ နောက်ပိုင်းပညာရေး

B. The First Visitors

၇၂ မှတ်တိုင်ကျ စာလေ့နည်း နာမည်ရှိ နာမည်များ နောက်ပိုင်းပညာရေးအတွက်





උදා ආකාරයට මෙහි සිටි පුද්ගලයන්ගේ නම සඳහන් කරන්න.

Read to the students the story of the Great Chicago Fire.

උදා ආකාරයට මෙහි සිටි පුද්ගලයන්ගේ නම සඳහන් කරන්න.

E. The Flag and Seal චිකාගෝ නගරයේ චිකාගෝ

Ask the students to draw the flag and the seal of Chicago.

උදා ආකාරයට මෙහි සිටි පුද්ගලයන්ගේ නම සඳහන් කරන්න.

Ask the students to explain, by writing short sentences, the meaning of the symbols and colors of the flag of Chicago.

උදා ආකාරයට මෙහි සිටි පුද්ගලයන්ගේ නම සඳහන් කරන්න.

UNIT V: CHICAGO--OUR OWN CITY

ဒီကုန်စုံကို: သိပ်ကုန် -- ကျွန်ုပ်တို့၏ ဝန်ထမ်း

A. Recognition of Famous Names in Chicago History

ကလေးများသည် ကာလအစဉ်အလာများကို မြန်မာ့အလင်း သတင်းစာကို ကြည့်ရှုပြီး သိပ်ကုန်

p. 112 Ask the students to give the name of the mayor of Chicago and of the principal of the school they are attending.

ကျွန်ုပ်တို့၏ ကာလအစဉ်အလာများကို သိပ်ကုန် ကိုယ်တိုင် ရှာဖွေပါ။

Locate on a map of Chicago places named for prominent persons, such as Wrigley Field, Cominsky Park, Shedd Aquarian, and Adler Planetarium.

ကျွန်ုပ်တို့၏ ကာလအစဉ်အလာများကို ကြည့်ရှုပြီး ဝိသေသများကို ရှာဖွေပါ။ ဥပမာ -  
သိပ်ကုန်၊ မြန်မာ့အလင်း၊ ကျွန်ုပ်တို့၏ ဝန်ထမ်း...။

B. Responsibility for Cleanliness and Beauty

ကလေးများသည် မြန်မာ့အလင်း သတင်းစာကို ကြည့်ရှုပြီး

p. 114 Make a list of the various organizations which are dedicated to the improvement or beautification of Chicago--for example, the State Street Council, The Chicago Association of Commerce and Industry, and The Old Town Triangle Association. Ask the students to name additional ones.

ကျွန်ုပ်တို့၏ ကာလအစဉ်အလာများကို ကြည့်ရှုပြီး ဝိသေသများကို ရှာဖွေပါ။  
ဥပမာ - သိပ်ကုန်၊ မြန်မာ့အလင်း၊ ကျွန်ုပ်တို့၏ ဝန်ထမ်း...။  
ကျွန်ုပ်တို့၏ ကာလအစဉ်အလာများကို ကြည့်ရှုပြီး ဝိသေသများကို ရှာဖွေပါ။  
ဥပမာ - သိပ်ကုန်၊ မြန်မာ့အလင်း၊ ကျွန်ုပ်တို့၏ ဝန်ထမ်း...။



Help the students list the various causes of air pollution in Chicago.

ធុរកិច្ចនានានៃស្រុកឡើយបណ្តាលមកពីបុព្វហេតុផ្សេងៗ សំដៅទៅលើការបំពុលខ្មែរ  
នៃខ្មែរ ។

C. Conservation of the Natural Beauty of Chicago

ការដឹកនាំការសម្រេចបាននៃខ្មែរ លើកត្តា

Help the students compare interesting places of natural beauty in Phnom Penh with those in Chicago.

ធុរកិច្ចនានានៃស្រុកឡើយបណ្តាលមកពីបុព្វហេតុផ្សេងៗ សំដៅទៅលើការបំពុលខ្មែរ  
នៃខ្មែរ ។

P. 116 Have the students study the meaning and the values of the observance of Arbor Day. Ask them whether this festivity is also celebrated in Cambodia.

ធុរកិច្ចនានានៃស្រុកឡើយបណ្តាលមកពីបុព្វហេតុផ្សេងៗ សំដៅទៅលើការបំពុលខ្មែរ  
នៃខ្មែរ ។

Explain the meaning of the following words, and have the students write a short sentence for each word:

ធុរកិច្ចនានានៃស្រុកឡើយបណ្តាលមកពីបុព្វហេតុផ្សេងៗ	នៃការបំពុលខ្មែរនៃស្រុក	នៃការបំពុលខ្មែរនៃស្រុក	នៃការបំពុលខ្មែរនៃស្រុក
ធុរកិច្ចនានានៃស្រុកឡើយបណ្តាលមកពីបុព្វហេតុផ្សេងៗ	នៃការបំពុលខ្មែរនៃស្រុក	នៃការបំពុលខ្មែរនៃស្រុក	នៃការបំពុលខ្មែរនៃស្រុក
contamination	ការបំពុលខ្មែរ	pollution	ការបំពុលខ្មែរ
impure	មិនស្អាត	smog	ផ្សែងខ្មែរ
insecticide	ថ្នាំសម្លាប់សត្វល្អិត	ground water	ទឹកក្រចក



D. Duties of a Good Chicagoan

ကစားရန် ဝယ်ယူမှု အကျိုးအမြတ်များကို ထိန်းသိမ်းရန်

- p. 118 Explain to the students how laws or regulations help the residents of Chicago, and ask them how they can be used to further develop and improve Chicago as a place of residence.

ဤ စည်းကမ်းချက်များသည် မိမိတို့၏ နေရာအရပ်ကို ပိုမိုကောင်းမွန်စေရန်အတွက် အထောက်အကူပြုသည်။  
 ဤစည်းကမ်းချက်များကို အသုံးပြု၍ မိမိတို့၏ နေရာအရပ်ကို ပိုမိုကောင်းမွန်စေရန်အတွက် အထောက်အကူပြုသည်။  
 ဤစည်းကမ်းချက်များသည် မိမိတို့၏ နေရာအရပ်ကို ပိုမိုကောင်းမွန်စေရန်အတွက် အထောက်အကူပြုသည်။  
 ဤစည်းကမ်းချက်များကို အသုံးပြု၍ မိမိတို့၏ နေရာအရပ်ကို ပိုမိုကောင်းမွန်စေရန်အတွက် အထောက်အကူပြုသည်။





၇၂၂၂ ပဏာမအာဏာ ၇၂၂၂ နေကြမ်း နေကြမ်း နေကြမ်း နေကြမ်း နေကြမ်း  
 ၇၂၂၂ နေကြမ်း နေကြမ်း နေကြမ်း နေကြမ်း နေကြမ်း  
 ၇၂၂၂ နေကြမ်း နေကြမ်း နေကြမ်း နေကြမ်း နေကြမ်း

Help the students locate on a map the five islands which form New York City. Have the students give the name of the islands.

၇၂၂၂ နေကြမ်း နေကြမ်း နေကြမ်း နေကြမ်း နေကြမ်း  
 ၇၂၂၂ နေကြမ်း နေကြမ်း နေကြမ်း နေကြမ်း နေကြမ်း

Help the students compare the countries of origin of early settlers in New York and Chicago. Tell them that the early settlers in New York were Dutch, and the first settlers in Chicago were French and Haitian.

၇၂၂၂ နေကြမ်း နေကြမ်း နေကြမ်း နေကြမ်း နေကြမ်း  
 ၇၂၂၂ နေကြမ်း နေကြမ်း နေကြမ်း နေကြမ်း နေကြမ်း  
 ၇၂၂၂ နေကြမ်း နေကြမ်း နေကြမ်း နေကြမ်း နေကြမ်း

Locate Wall Street and Broadway on a map of New York City. Explain special events that make these streets famous.

၇၂၂၂ နေကြမ်း နေကြမ်း နေကြမ်း နေကြမ်း နေကြမ်း  
 ၇၂၂၂ နေကြမ်း နေကြမ်း နေကြမ်း နေကြမ်း နေကြမ်း

Help the students write a class letter to third grade students in a New York public school which enrolls Cambodian students. Include the request that the students share information about their school and community.

၇၂၂၂ နေကြမ်း နေကြမ်း နေကြမ်း နေကြမ်း နေကြမ်း  
 ၇၂၂၂ နေကြမ်း နေကြမ်း နေကြမ်း နေကြမ်း နေကြမ်း  
 ၇၂၂၂ နေကြမ်း နေကြမ်း နေကြမ်း နေကြမ်း နေကြမ်း

Show photographs or pictures from magazines of the tallest buildings and other famous places in New York, such as--

Empire State Building

Wall Street

United Nations Building

Central Park

Statue of Liberty

Radio City

New York Stock Exchange

Fifth Avenue

Compare prices of items listed in New York City newspapers with those listed in Chicago newspapers.

ඉන්දු ජාතික පුවත් පතේ සහ ජාතික පුවත් පතේ ඇති වස්තූන්ගේ මිල සැසඳීම.  
නිව් යෝර්ක් නගරයේ සහ ජාතික නගරයේ වස්තූන්ගේ මිල සැසඳීම.

B. Function as City of the East Coast උතුරු නැගෙනහිර තීරයේ නගරයක් ලෙස කාර්යයේ නිරත වීම

Discuss the reasons why New York has been selected to be the commercial center and the communication center to various countries in the world.

නිව් යෝර්ක් නගරය තෝරා ගන්නා හේතු සහ හේතු සාධක සඳහා විස්තරයක් ලෙස සාකච්ඡා කරන්න.  
විවිධ රටවලට වෙළඳාම සඳහා සහ සන්නිවේදන මධ්‍යස්ථානයක් ලෙස නිව් යෝර්ක් නගරය තෝරා ගන්නා හේතු සාධක සඳහා විස්තරයක් ලෙස සාකච්ඡා කරන්න.

Compare the number of Cambodians in New York City and Chicago.

උප මුද්‍රාපටි ජන සංඛ්‍යාව සමීක්ෂණය කිරීම සඳහා නව යොර්ක් සිටින ජන සංඛ්‍යාව සමීක්ෂණය කිරීම සඳහා ආසන්න වශයෙන් සමාන වශයෙන් සමීක්ෂණය කිරීම සඳහා

C. Problems of the Metropolitan Area

විශාල නගරයක ජීවත් වීමේ ප්‍රශ්න

Help the students compare the cost of living in New York City with that in Chicago. Bring to class an issue of a New York City newspaper and an issue of the same date of a Chicago newspaper. Compare prices of items, such as the following:

<u>Items</u>	<u>New York Price</u>	<u>Chicago Price</u>
hot dog		
housing (one room apartment)		
food		
hair cut		
cup of coffee		

Ask the students to name two well-known cities on the east coast.

උප මුද්‍රාපටි දකුණු නැගෙනහිර තීරයේ පිහිටි ප්‍රසිද්ධ නගර දෙකක් නම් කිරීම සඳහා

Help the students name the two largest airports in New York City and compare them with the two largest airports in Chicago.

උප මුද්‍රාපටි නව යොර්ක් සිටින විශාලතම ගුවන් මාර්ග දෙක සහ චිකාගෝ නගරයේ පිහිටි විශාලතම ගුවන් මාර්ග දෙක සමීක්ෂණය කිරීම සඳහා

Have the students study the word welcome in various languages, such as--

ស្រី ក្រុង កាតុង ធី ល ក្រុង ថៃ ភាសា ភាសា ខ្មែរ ខ្មែរ ខ្មែរ

<u>Language</u>	<u>How to Write</u>	<u>How to Say</u>
English	welcome	wel kum
Cambodian	ស្វា កុម ខ័	Sva Kum
French	bienvenu	be en ven oo
Japanese	Irashiai Mase	E rah she is Mase
Spanish	Bionvenido	Bo on ven e do
Polish	Witamy	Vi ta me
German	Vilkommen	Vil do men
Italian	Bienvenuto	Ben ven oo to

UNIT VII: LONDON--A METROPOLITAN AREA OVERSEAS

දිගු දිග: ඉංග්‍රීසිය... විශ්ව විද්‍යාලයේ සාමාන්‍ය ලේඛන පොත

A. Outstanding Features      ලක්ෂණ: ස්වකීර්ණ

Help the students locate on a world map the capital of the United Kingdom, London, and help them determine the distance from London to the following cities: Chicago, New York, and Paris.

ඉංග්‍රීසියේ අගනුවර ලන්ඩන් නගරයේ සිට ජැම්බරු, නිව් යෝර්ක් සහ පැරිස් වෙත දුර මැනීමට ඉඩ ඇත. ඉංග්‍රීසියේ අගනුවර ලන්ඩන් නගරයේ සිට ජැම්බරු, නිව් යෝර්ක් සහ පැරිස් වෙත දුර මැනීමට ඉඩ ඇත.

Illustrate, by using the chalkboard, waterways which separate New York and London.

ඉංග්‍රීසියේ අගනුවර ලන්ඩන් නගරයේ සිට නිව් යෝර්ක් වෙත වතුර මාර්ග මගින් වෙන් වී ඇත.

Discuss the advantages of waterways, and illustrate the importance of water transportation in the growth of countries and cities.

ජල මාර්ගවල වාසි සහ අවාසි පිළිබඳව සාකච්ඡා කරන්න. ජල මාර්ගවල වාසි සහ අවාසි පිළිබඳව සාකච්ඡා කරන්න.

p. 153 Have the students point out and name the seas surrounding the United Kingdom and the Atlantic Ocean, English Channel, North Sea, and Thames River.

ඉංග්‍රීසියේ අගනුවර ලන්ඩන් නගරයේ සිට නිව් යෝර්ක් වෙත වතුර මාර්ග මගින් වෙන් වී ඇත.



Write on the chalkboard the population of the following cities and have the students list them according to the size of their population: Chicago, Paris, London, New York, and Tokyo.

Chicago, Paris, London, New York, and Tokyo  
 စီဆီဂို, ပါရီ, လန်ဒန်, နယူးယောက်, တိုကျို

Discuss the reasons why a high percentage of English words have come from other languages. Discuss the history of the Vikings and the influence of the Vikings on English civilization.

Why do many English words come from other languages?  
 Why do many English words come from other languages?  
 Why do many English words come from other languages?

Tell the students the story of the Great Fire of London in 1666 and the lessons learned from this fire. Compare with the Chicago fire that destroyed much of the city.

Why do many English words come from other languages?  
 Why do many English words come from other languages?  
 Why do many English words come from other languages?

B. Function as "Heart" of Many Lands

Chicago is the heart of many lands.

Bring to class various pictures showing such things as the following: the uniform of the policeman and of the fire fighter, and the housing architecture in London. Have the students compare these features with those they have seen in Chicago.



Discuss the reasons why London is dependent on many lands outside the United Kingdom for its supplies of raw materials and basic foods.

ចូរពិភាក្សា ហេតុអ្វីបានជា ឡូណុង ពឹងផ្អែកលើ ប្រទេសជាច្រើន ដើម្បី ទទួលបាន ធាតុដើម គ្រឹះស្ថាន និង អាហារ ដែល គ្រឹះស្ថាន និង អាហារ ទាំងនោះ បាននាំចូល មកក្នុង ប្រទេស ឡូណុង ។

Name the countries from which London gets its imported foods.

ចូរ កំណត់ ឈ្មោះ ប្រទេស ដែល គ្រឹះស្ថាន និង អាហារ ទាំងនោះ បាននាំចូល មកក្នុង ប្រទេស ឡូណុង ។

Help the students compare education, communication, air pollution, housing, and crime in Chicago, New York, and London.

ចូរ ពិភាក្សា អំពី បញ្ហា ទាំងនេះ ក្នុង ទីក្រុង ឡូណុង ញូយ៉ក និង ឡាស វិទេស ។ គ្រប់គ្រង ការស្រាវជ្រាវ អំពី ការស្រាវជ្រាវ ទាំងនេះ ក្នុង ទីក្រុង ឡូណុង ញូយ៉ក និង ឡាស វិទេស ។

Discuss the slum problem of big cities. Locate on maps slum areas in Chicago, New York, and London. Ask the students whether there is a place in the community that they consider a slum area. Help the students improve their understanding of the word slum.

ចូរ ពិភាក្សា អំពី បញ្ហា ទាំងនេះ ក្នុង ទីក្រុង ឡូណុង ញូយ៉ក និង ឡាស វិទេស ។ គ្រប់គ្រង ការស្រាវជ្រាវ អំពី ការស្រាវជ្រាវ ទាំងនេះ ក្នុង ទីក្រុង ឡូណុង ញូយ៉ក និង ឡាស វិទេស ។

Have the students study the following words used in connection with daily living in the metropolitan area. Point out differences in American English and British English. Ask them to add words to the list.

American English

British English

Cambodian

truck

lorry

ប្រទេស ដឹក ទំនិញ

subway

tube

ប្រទេស ដឹក ទំនិញ



radio	wireless	රේඩියෝ
druggist, pharmacist	chemist	වෛද්‍ය ඉංජිනේරු
shoe repairman	cobbler	ඉදිකරු හෝ ඉදිකරු
line of people	queue	කුහර
gasoline	petrol	ප්‍රේම ජනාධි
cookie	biscuit	බිස්කිට්
kerosene	paraffin	ප්‍රේම ජනාධි

Discuss bank notes used in London. Compare them with American bank notes used in Chicago.

එකතු කර ගත් පරිදි විවිධ ලේඛනවලින් මෙහෙයවීමට සූදානම් කර ගත් විවිධ ලේඛනවලින් සාක්ෂි දෙන්න.

D. Comparison with Other Metropolitan Areas around the World

කාලෝර්නියාවේ මධ්‍යම පළාතේ ජනවාර්ගික සාකච්ඡා කෙරෙහි

p. 159 Help the students locate on a map the cities in Canada where people have used French as a means of communication. Name provinces which are prominently French-speaking and provinces which are dominantly English-speaking.

ඉන්දියානු ජනවාර්ගික සාකච්ඡා කෙරෙහි මධ්‍යම පළාතේ ජනවාර්ගික සාකච්ඡා කෙරෙහි විවිධ ලේඛනවලින් සාක්ෂි දෙන්න. එක් ලේඛනවලින් ජනවාර්ගික සාකච්ඡා කෙරෙහි විවිධ ලේඛනවලින් සාක්ෂි දෙන්න.



Discuss telecommunication systems of the following cities: Phnom Penh, Vientiane, Paris, London, and New York. Tell the students which cities have the most efficient telecommunication system.

ប្រតិបត្តិការស្ថាប័ន ១ ៖ កម្ពុជា កម្ពុជា កម្ពុជា  
កម្ពុជា កម្ពុជា កម្ពុជា : កម្ពុជា កម្ពុជា កម្ពុជា  
កម្ពុជា កម្ពុជា កម្ពុជា កម្ពុជា កម្ពុជា កម្ពុជា កម្ពុជា  
កម្ពុជា កម្ពុជា កម្ពុជា កម្ពុជា កម្ពុជា កម្ពុជា កម្ពុជា  
កម្ពុជា

