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)
CONTENTS

Preface v
Acknowledgment vii

Kindergarten

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit I</td>
<td>Acquaintances</td>
<td>3</td>
</tr>
<tr>
<td>Unit II</td>
<td>My Classroom</td>
<td>6</td>
</tr>
<tr>
<td>Unit III</td>
<td>My Family</td>
<td>8</td>
</tr>
<tr>
<td>Unit IV</td>
<td>My Home</td>
<td>13</td>
</tr>
<tr>
<td>Unit V</td>
<td>My Wholesome Use of Leisure</td>
<td>16</td>
</tr>
<tr>
<td>Unit VI</td>
<td>My Responsibilities</td>
<td>19</td>
</tr>
<tr>
<td>Unit VII</td>
<td>Friendship</td>
<td>22</td>
</tr>
<tr>
<td>Unit VIII</td>
<td>Friends in Another City in Our Country</td>
<td>24</td>
</tr>
</tbody>
</table>

Grade One

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit I</td>
<td>Our School</td>
<td>29</td>
</tr>
<tr>
<td>Unit II</td>
<td>Friends at School</td>
<td>35</td>
</tr>
<tr>
<td>Unit III</td>
<td>Good Friends</td>
<td>37</td>
</tr>
<tr>
<td>Unit IV</td>
<td>Our School Workers</td>
<td>39</td>
</tr>
<tr>
<td>Unit V</td>
<td>Our Families</td>
<td>40</td>
</tr>
<tr>
<td>Unit VI</td>
<td>Our Neighborhood</td>
<td>43</td>
</tr>
<tr>
<td>Unit VII</td>
<td>Travel from Place to Place</td>
<td>45</td>
</tr>
<tr>
<td>Unit VIII</td>
<td>Our Farmer Friends</td>
<td>48</td>
</tr>
</tbody>
</table>

Grade Two

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit I</td>
<td>Our Community</td>
<td>53</td>
</tr>
<tr>
<td>Unit II</td>
<td>Utilities and Services in Our Community</td>
<td>56</td>
</tr>
<tr>
<td>Unit III</td>
<td>Food in Our Community</td>
<td>57</td>
</tr>
<tr>
<td>Unit IV</td>
<td>Clothing in Our Community</td>
<td>63</td>
</tr>
<tr>
<td>Unit V</td>
<td>Homes in Our Community</td>
<td>66</td>
</tr>
<tr>
<td>Unit VI</td>
<td>Schools in Our Community</td>
<td>70</td>
</tr>
<tr>
<td>Unit VII</td>
<td>Recreation for Our Community</td>
<td>75</td>
</tr>
<tr>
<td>Unit VIII</td>
<td>Effect of Weather and Climate on Our Way of Living</td>
<td>78</td>
</tr>
<tr>
<td>Unit XII</td>
<td>An Urban Area Overseas—Rome, Italy</td>
<td>81</td>
</tr>
</tbody>
</table>
Grade Three

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit I</td>
<td>Chicago-Our Great City</td>
<td>89</td>
</tr>
<tr>
<td>Unit II</td>
<td>Chicago-Our Busy City</td>
<td>95</td>
</tr>
<tr>
<td>Unit III</td>
<td>Chicago-Our Famous City</td>
<td>106</td>
</tr>
<tr>
<td>Unit IV</td>
<td>Chicago-Our Early History</td>
<td>111</td>
</tr>
<tr>
<td>Unit V</td>
<td>Chicago-Our Own City</td>
<td>117</td>
</tr>
<tr>
<td>Unit VI</td>
<td>New York-Another American Metropolitan Area</td>
<td>120</td>
</tr>
<tr>
<td>Unit VII</td>
<td>London-A Metropolitan Area Overseas</td>
<td>125</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Cycle Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Kindergarten</td>
</tr>
<tr>
<td>Primary One</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Primary Two</td>
<td>Grade 2</td>
</tr>
<tr>
<td>Primary Three</td>
<td>Grade 3</td>
</tr>
</tbody>
</table>
Sincere appreciation is expressed to Cheap C. Chhun and Kompha Seth for their extensive efforts in the writing of this publication.

It is the policy of the Board of Education of the City of Chicago not to discriminate on the basis of race, color, creed, national origin, religion, age, handicap unrelated to ability, or sex in its educational program or employment policies or practices.
UNIT 1: ACQUAINTANCES

A. My Identification

Help the children identify the following information:

"My name is ____."  "___

"I am ____ years old."  "____

"I am a Cambodian."  "___

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

_The Nose and the Eyes_

Explaination: 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

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"

"Ki, My Dog"

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

3. Features and Characteristics

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.

Tell the children that the most recent Cambodian flag does not have any stars.

Explain the words Khmer, Khmera, Cambodia.

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

"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

A. Identification of My Family

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

grandfather
grandmother
father, mother
brother
sister

(all live in my house.)

Have the students learn the following poem:

(My House)

Have the students learn the following poem:
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:

"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.
Tell how to share happiness with the people in the family. Play the game of Seek-and-Hide\(^*\) (لعاب وامر). 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")

*This game is not the same as the American game of Hide-and-Seek.*
**Song: "The Eagle Catches the Baby Chicks" (free translation)**

Catch the baby eagle and play with the chick.
The owner of the chicken comes to watch the eagle and bring the chicken to be hidden.
Where do you hide the chicken? In the Kracob (tree).
The tiger sees the chick, pounces on the owner, and the owner hobbles away hurt.

**Note:** This is a very popular game with young people during the New Year celebration.
Play the game of Chak Touek Daung "Pour the Coconut Juice."

Song:

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

A. Concept of a House

Show the children pictures of various types of houses.

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

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  
Cham reap sour

Good Morning  
A run sour sa day

Good Afternoon  
Tivia sour sa day

Good Evening  
Sa yan sour sa day

Good Night  
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).
Note: (Explanation of the Greeting)
The Cambodian children must pay respect to the elders, obey them, and use polite language. According to Cambodian tradition, the Cambodian teacher instructs the children in how to converse with and address people politely -- the Buddhist monk, rulers, the professor, etc.

C. Care of the Home

Tell the children ways in which they can help their families in keeping the house neat and clean before or after school time. Explain the idea of cleaning and taking care of the home.

Discuss the ethical code for children and explain the following:
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.
UNIT V: MY WHOLESOME USE OF LEISURE

A. Concept of Wholesome Leisure

p. 62

Explain to the children one of the most popular leisure time games, Tug-of-War ( ប្រការី ). One strong cord or any material that can be pulled can be used to play the game.

How to Play

Note: This game will provide good physical exercise as well as harmony and fun. The rules in Cambodia and America are alike.

B. Places for Wholesome Leisure

p. 65

Help the children select places to play safely, such as the playground of the school, the park, or a garden (on the grass, off the street).
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:

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.
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

A. Concept of Responsibility

Discuss a property, 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

B. Opportunities for Exercising Responsibilities

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.
Learn about the three charms (tattvarajnas) of man that is in the story of यमकर्णा (Kabila Lakshmidama)

The Three Charms a Man Should Perform

In the morning: Charm is on the face, so we have to wash our faces when we get up in the morning.

At noon: Charm is on the chest, so we have to take a bath at noon.*

In the evening: Charm is on the feet, so we have to wash our feet before bedtime.

*Since it is hot at noon, people perspire; siesta time is observed.
Tell the children the above story, "The Story of Kabila Mahabhram and Thammabala," to encourage them to form the habits of washing their face, taking a bath, and washing their feet before bedtime. Tell them that it is said that by doing these things they will get fortune, charm, attractiveness, etc.
UNIT VII: FRIENDSHIP

A. Concept of a Friend

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

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":

27
"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

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

B. Types of Activity in Los Angeles and Chicago

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 gentileland. 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

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, Kuoy, Sam-Re 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, durians, lemons, pineapples, watermelons, and a variety of vegetables such as cauliflower, lettuce, green beans, soy beans, and other vegetables of tropical climates.

A. Characteristics of Our School

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
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.
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
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 Cambodia, the people of Cambodia, Kampuchea.

Ask the students to sing the following patriotic song:

\( \text{(The Land of Cambodia)} \)

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

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.
- Keep the classroom clean.
- No food allowed in this room.
- Do not disturb the classroom.
- Do not leave the room without permission.

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

- (hi, hello)
- (good morning)
- (good evening)
- (good night)
- (for a male teacher)
- (for a female teacher)
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."
B. Friends through Play

Help the students get acquainted with each other by playing the game "It's Coconuts!" (it),
Substitute a bill or another token for a handkerchief, if desired, or the "It" can be "hit" during the game.

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 "hit" the student when 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 "Coconuts!" (it) as they sing the following song:
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

B. Ways of Being a Friend

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

Explain the following slogan:

A friend in need is a friend indeed.

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** - ខេត្ត
- **polite** - បស់កុល
- **fair** - ពេញលើក
- **true** - ត្រូវការ
- **kind** - សម្រាប់
- **patient** - ក្រុមអតិថិជន
UNIT IV: OUR SCHOOL WORKERS

B. Workers for Our School

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."

"Friendship comes from helping."

Help the children to finish these sentences:

\[
\begin{align*}
\text{my friends by} & \\
\text{a blind man by} & \\
\text{I help} & \\
\text{the policeman by} & \\
\text{the fireman by} & \\
\text{etc.} & 
\end{align*}
\]

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.
C. Leisure Activities of Our Family

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

```
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.
```

**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.
```
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

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.

*See "Ethical Code of Children" (កំណត់ ប្រសិនបើ).
Explanation

heritage
female, wife
male, husband
to encircle, to gird
fence
bad man, bandit
body
sleeping
God, deity
good health and good fortune
A. Elements of a Neighborhood

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
- policeman
- fireman
- priest
- uncle
- aunt

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."
UNIT VII: TRAVEL FROM PLACE TO PLACE

A. Elements of Travel

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

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

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

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

A. Elements of the Farm

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
- corn
- cow
- hen
- peanut
- green bean
- soil
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.
UNIT IX: ANIMALS FROM ALL OVER THE WORLD

Suggested Study Materials: Animal Book

A. Elements of the Zoo

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.

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

<table>
<thead>
<tr>
<th>Animal</th>
<th>Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>a kind of bird eating fish</td>
<td>יִשְׂרָאֵל</td>
</tr>
<tr>
<td>(the heron family)</td>
<td></td>
</tr>
<tr>
<td>pelican</td>
<td>יַפֶּנֶה, יָפֶנֶה</td>
</tr>
<tr>
<td>wolf</td>
<td>שָׁלֹם</td>
</tr>
<tr>
<td>white elephant</td>
<td>פֶּרֶץ</td>
</tr>
<tr>
<td>tiger</td>
<td>פֶּרֶץ</td>
</tr>
<tr>
<td>serpent</td>
<td>פֶּרֶץ</td>
</tr>
<tr>
<td>weasel</td>
<td>פֶּרֶץ</td>
</tr>
</tbody>
</table>
A. Elements of Our Community

Provide information about foreign aliens in the community. Explain to the student community culture, civilization, needs of and helping each other, mutual understanding, and cooperation in the community (Chicago).

Describe the Buddhist Temple in Chicago and that of Phnom Penh.

Compare the following lists:

<table>
<thead>
<tr>
<th>American</th>
<th>Cambodian</th>
</tr>
</thead>
<tbody>
<tr>
<td>church</td>
<td>ឈើ (pagoda)</td>
</tr>
<tr>
<td>priest, minister</td>
<td>មស្សិន (clergy, monk)</td>
</tr>
<tr>
<td>sister (religious)</td>
<td>តនាការ (nun)</td>
</tr>
<tr>
<td>brother (religious)</td>
<td>សុីរុប (novice)</td>
</tr>
</tbody>
</table>
Tell the name of an organization, Cambodian association, store, restaurant in the (Chicago) community where one can go shopping or eat, or obtain information.

B. People and Custom of Our Community

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

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

Each 10-family unit has a leader to represent the unit.
This system was established during the Cambodian revolution of 1976.

Provide information about various activities in the Cambodian community as well as about tradition in relation to contributing to and promoting the village. Explain to the student the need for donation (money and work) to keep the community clean and to improve it.

Note to the teacher
Several activities could be planned for this unit to emphasize understanding of the community and its standard of living. Activities could also provide children with additional background for understanding Cambodian customs as well.
UNIT II: UTILITIES AND SERVICES IN OUR COMMUNITY

A. Utilities for Community Use

Discuss sources of hydroelectricity at the dam Prek Thot in Cambodia and compare with energy sources for various uses in the community (American).

Discuss the reasons why the remote areas (Cambodian) have pure water and clean air in contrast to big cities, where air is polluted and water is unclean and therefore the health of the population is affected.

Suggestion to the teacher
Make every effort to include information about utilities in Cambodia, and also help the children learn more about utilities in their neighborhood.
UNIT III: FOOD IN OUR COMMUNITY

A. Purchase of Food

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.

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

<table>
<thead>
<tr>
<th>American</th>
<th>Cambodian</th>
</tr>
</thead>
</table>
| tamarind | សាន់ដ្យោះ |}
| chili (pepper) | ឈុំ |}
| ginger | ខ្សែឈុំ |}
| galingale | ស្រូស្នោល |}
| turmeric | សាត់ស្រូស្នោល |}

58
Compare price and quality of items in Asian stores with price and quality of the items in American stores.

B. Original Sources of Foods

Describe original sources of food in Cambodia, particularly in Kampot, Kampong Cham, Battambang, and Siem Reap.

Sources

Cambodian

(province of Kampot)

(white pepper)

(black pepper)

(durian)

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

<table>
<thead>
<tr>
<th>Store</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese grocery store</td>
<td>noodles, soy sauce</td>
</tr>
<tr>
<td>Japanese grocery store</td>
<td>rice</td>
</tr>
<tr>
<td>Thai grocery store</td>
<td>chili, pepper</td>
</tr>
<tr>
<td>Phillipino grocery store</td>
<td>fish</td>
</tr>
</tbody>
</table>

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

Describe some Cambodian vegetables that can be eaten raw.

American | Cambodian*
------- | -------
lettuce   | ɐn

cucumber | ҝʊn

egg plant |

Compare ways of eating vegetables by Americans and Cambodians.

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.

*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.

<table>
<thead>
<tr>
<th>Sour Soup</th>
<th>Steamed Vegetable Soup</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. water</td>
<td>1. water</td>
</tr>
<tr>
<td>2. fresh fish</td>
<td>2. preserved fish</td>
</tr>
<tr>
<td>3. salt, accent, sugar, fish sauce, onion</td>
<td>3. salt, sugar, accent, fish</td>
</tr>
<tr>
<td>4. preserved fish</td>
<td>sauce, onion</td>
</tr>
<tr>
<td>5. mandarin, lemon</td>
<td>4. cooked fish</td>
</tr>
<tr>
<td></td>
<td>5. vegetables</td>
</tr>
</tbody>
</table>

(Recipes)
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.
A. Purchase of Clothing

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.

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.
Discuss the reason why most Cambodians prefer to wear light-weight clothing.

B. Sources of Clothing  ឈើ ដ៏រញ្ចូវការសំអាម

Describe raw materials used in making clothing in Cambodia.

- silkworm → silk cocoons
- cotton → thread

Demonstrate the method of making silk from silkworms in Cambodia.

- (raising silkworms) កុំប្រតិបត្តិការជួយសារពើ
- (boiling cocoons) ប្រើមុខក្រុមប្រុសក្តំក្ត់រាប
- (extracting silk thread from the boiled cocoons) ឈើពីផ្លោងសារពើប្រុសក្តំក្ត់រាប
D. Manufacture of Clothing

Describe the manual equipment used in Cambodia for manufacturing clothing.

Compare the above equipment with modern equipment in Cambodia.

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

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

A. Kinds of Dwellings

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.

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.
Explain the reason why the head of the family prefers to locate the house near the school, monastery, and market.

B. Factors in House Construction  

Describe materials and equipment that are most important in building houses in small communities in the countryside of Cambodia.
<table>
<thead>
<tr>
<th>American</th>
<th>Cambodian</th>
</tr>
</thead>
<tbody>
<tr>
<td>(pillar, usually wood, sometimes cement)</td>
<td>សំគងើ ប៊ុគ្គុ ស្រុក ដែលបានស្អើរចុះ ក្នុងគ្រួសាររបស់ព័ន្ធពេញ កូនជាតិខ្មែរ ដែលស្រើរចុះ ដូចជាប្រាកុងក្នុងគ្រួសាររបស់សមុទ្រ។</td>
</tr>
<tr>
<td>(finished wood)</td>
<td>សំគងើ ប៊ុគ្គុ ស្រុក ដែលបានស្អើរចុះ ក្នុងគ្រួសាររបស់ព័ន្ធពេញ កូនជាតិខ្មែរ ដែលស្រើរចុះ ដូចជាប្រាកុងក្នុងគ្រួសាររបស់សមុទ្រ។</td>
</tr>
<tr>
<td>(elephant grass, braided)</td>
<td>សំគងើ ប៊ុគ្គុ ស្រុក ដែលបានស្អើរចុះ ក្នុងគ្រួសាររបស់ព័ន្ធពេញ កូនជាតិខ្មែរ ដែលស្រើរចុះ ដូចជាប្រាកុងក្នុងគ្រួសាររបស់សមុទ្រ។</td>
</tr>
<tr>
<td>(tin)</td>
<td>សំគងើ ប៊ុគ្គុ ស្រុក ដែលបានស្អើរចុះ ក្នុងគ្រួសាររបស់ព័ន្ធពេញ កូនជាតិខ្មែរ ដែលស្រើរចុះ ដូចជាប្រាកុងក្នុងគ្រួសាររបស់សមុទ្រ។</td>
</tr>
<tr>
<td>(nails)</td>
<td>សំគងើ ប៊ុគ្គុ ស្រុក ដែលបានស្អើរចុះ ក្នុងគ្រួសាររបស់ព័ន្ធពេញ កូនជាតិខ្មែរ ដែលស្រើរចុះ ដូចជាប្រាកុងក្នុងគ្រួសាររបស់សមុទ្រ។</td>
</tr>
<tr>
<td>(saw)</td>
<td>សំគងើ ប៊ុគ្គុ ស្រុក ដែលបានស្អើរចុះ ក្នុងគ្រួសាររបស់ព័ន្ធពេញ កូនជាតិខ្មែរ ដែលស្រើរចុះ ដូចជាប្រាកុងក្នុងគ្រួសាររបស់សមុទ្រ។</td>
</tr>
<tr>
<td>(hammer)</td>
<td>សំគងើ ប៊ុគ្គុ ស្រុក ដែលបានស្អើរចុះ ក្នុងគ្រួសាររបស់ព័ន្ធពេញ កូនជាតិខ្មែរ ដែលស្រើរចុះ ដូចជាប្រាកុងក្នុងគ្រួសាររបស់សមុទ្រ។</td>
</tr>
<tr>
<td>(chisel)</td>
<td>សំគងើ ប៊ុគ្គុ ស្រុក ដែលបានស្អើរចុះ ក្នុងគ្រួសាររបស់ព័ន្ធពេញ កូនជាតិខ្មែរ ដែលស្រើរចុះ ដូចជាប្រាកុងក្នុងគ្រួសាររបស់សមុទ្រ។</td>
</tr>
<tr>
<td>(carpenter's plane)</td>
<td>សំគងើ ប៊ុគ្គុ ស្រុក ដែលបានស្អើរចុះ ក្នុងគ្រួសាររបស់ព័ន្ធពេញ កូនជាតិខ្មែរ ដែលស្រើរចុះ ដូចជាប្រាកុងក្នុងគ្រួសាររបស់សមុទ្រ។</td>
</tr>
</tbody>
</table>

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.

C. Housing Maintenance

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

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.
A. Special Aspects of Schools

Compare the educational system in Cambodia and the United States.

**Cambodian**

Elementary
- Kindergarten (1 year for students in some of the private schools; no public kindergarten)
- Levels 12-7 (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)
B. Other Services of Schools

Visit an Indochinese research cultural center and show the students the books and (other) educational materials related to the Khmer culture and civilization.

Invite staff and advisors of the district to explain various activities related to the methods of teaching the Cambodian students in the United States (Chicago). For example—

a. The preparation of educational materials in language arts, social science, science, arithmetic, etc., for the Cambodian student.

b. The maintenance of bilingual classes in order for the student to understand all materials studied in class.

c. The advising of parents of their role and responsibility in the education of their children.
C. Maintenance of School Property

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

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

D. Workers in Our Schools

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.
Invite the principal to the classroom to explain to the students their moral obligation and responsibility to promote cooperation between parents and teachers in order to raise the standard of education — for example, to study hard in order to do well, and to participate in gymnastics.
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 problems 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

A. Places for Recreation

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

American

Lincoln Park
(name of a person)

Oriole Park
(name of a bird)

Cambodian


Show (the students) a map of Cambodia and describe tourist centers, such as the Angkor Wat, Angkor Thom, (Seam Reap province), the Falls (Kampot 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.
Tell the students about Cambodian musical instruments, such as the drum, two-string violin, saxophone, flute. Draw on cardboard each instrument and explain each.

Teach the children a Cambodian song, such as a folk song, silhouette song, dummy song, modern song. Discuss famous singers of each song.

Show the children some folk games played in different communities; for example, Choung, Seeking and Hiding, Tug-of-War, and various games cited in the Kindergarten and Primary One sections of this publication.
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

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

<table>
<thead>
<tr>
<th>Chicago</th>
<th>Cambodia</th>
</tr>
</thead>
<tbody>
<tr>
<td>cloudy</td>
<td>warm</td>
</tr>
<tr>
<td>snowy</td>
<td>sunny</td>
</tr>
<tr>
<td>cool</td>
<td>hot</td>
</tr>
<tr>
<td>cold</td>
<td>rainy (monsoon)</td>
</tr>
<tr>
<td>rainy</td>
<td>cloudy</td>
</tr>
<tr>
<td>sunny</td>
<td>dry</td>
</tr>
<tr>
<td>warm</td>
<td>wet</td>
</tr>
<tr>
<td>humid</td>
<td>humid</td>
</tr>
<tr>
<td>hot</td>
<td>stormy</td>
</tr>
<tr>
<td>windy, gusty</td>
<td>breezy</td>
</tr>
</tbody>
</table>

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

### (Lunar System*)

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

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

### (Solar System)

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

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

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

*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

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

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 = ឈាធ្ន
   - etc.
3. Discuss the season festivals and celebrations in Cambodia.
UNIT XII: AN URBAN AREA OVERSEAS--ROME, ITALY

A. Comparison of Romans with Chicagoans and Cambodians

Use the polite expressions (expressions of politics) for addressing people as follows:

American
Good morning.
Good afternoon.
Good evening.
Good night.
Please.
Thank you.
How are you?

Cambodian

Count the cardinal numbers from one through ten in both Cambodian and English and write them (on the chalkboard).
Study the map of Cambodia and compare it with the map of Chicago and of Italy.
Teach the students modern and classical Cambodian music. Also show a film concerning Cambodian arts. (Obtain from the public library, Angkor Wat reference.)

B. Types of Activity in Rome

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

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

Describe for the students activities of farmers during harvest time.
C. Ways of Living in Rome

Study each food item available in restaurants in Cambodia, such as --

<table>
<thead>
<tr>
<th>Roman</th>
<th>Cambodian</th>
</tr>
</thead>
<tbody>
<tr>
<td>stewed beef</td>
<td>សំបូលបំពេញ (vegetables with meat)</td>
</tr>
<tr>
<td>sour soup</td>
<td>សួត្រូត្រូ (sour soup)</td>
</tr>
<tr>
<td>pizza</td>
<td>បុព្វារាប់ (fried rice)</td>
</tr>
<tr>
<td>dessert</td>
<td>ឈុតបុវត្ត (dessert)*</td>
</tr>
</tbody>
</table>

Have the children exchange information with friends by writing or talking about food that they have served in their home in Cambodia, especially for a picnic, for the Buddhist monk at the temple, and for vacation.

Note: The entire pattern of Cambodian life is determined by the Buddhist religion. The family is very large, including not only the parents and children but also grandparents, uncles, aunts, and cousins. The father is head of the family.

*In Cambodia dessert is usually fruit. Milk is not served with meals. Coffee is mostly for breakfast.
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

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.

**Prasons:** built by Intra Varaman in 881 A.D.

**Baksei Cham Krong:** built by Nasa 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.

*Available through the Cambodian Association of America, Illinois.
UNIT I: CHICAGO--OUR GREAT CITY

A. Features of the City of Chicago

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.

Ask the students to identify such features as the following:

- Chicago
  - size
  - location
  - climate (see p. 75)
  - population
  - industry and commerce

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

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

Explain the subway schedule.

Specify the various subway/elevated lines in Chicago.

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

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

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

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.
Ask the students to tell in what ways both Chicago and Phnom Penh benefit from their good location.

Note: Cambodia has three important rivers: the Mekong River, Tonle Sap River, and Bassae River. The Mekong River intersects the Tonle Sap in the Phnom Penh region. The intersection of these two important rivers gives birth to the appellation "Four Face" River.

Ask the students to try to see a mental picture of the intersection of the Mekong and Tonle Sap rivers.

Show on a map of Chicago the division of Chicago into the North Side, West Side, and South Side. Point out the "Y" shape formed by the main channel and branches of the Chicago River.

B. Diversity of Population

Show on an outline map of Chicago some of the communities, including the area where most Cambodians live. Assist the students in finding out some of the customs and outstanding features of the communities. Lead the students to an increased awareness of the diversity of people who have left their homeland and have come to Chicago to live; include ethnic groups of recent arrival as well as those of long standing.
Bring, or have the students bring, commercial catalogs; have the students point out and name various items that can be purchased in Chicago. Use the activity as a means of helping them understand this method of distributing merchandise and of developing their vocabulary.

Help the students organize a "Cambodian Day." Have them include displays of Cambodian pictures, books, art objects; book discussions; story telling; and singing of Cambodian songs.

Point out that in Phnom Penh the following ethnic groups are found:

<table>
<thead>
<tr>
<th>English</th>
<th>Cambodian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese</td>
<td>ជាតិមួយ</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>ហ្គារាយ</td>
</tr>
<tr>
<td>Khmer Moslem</td>
<td>ឈ្មោះកិរ្ទុក ជាតិមួយ</td>
</tr>
<tr>
<td>French</td>
<td>រៀនរាយ</td>
</tr>
<tr>
<td>Khmer</td>
<td>ជាតិមួយ</td>
</tr>
<tr>
<td>Foreigners</td>
<td>ជាតិពាណិជន</td>
</tr>
</tbody>
</table>
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.

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

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

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

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.

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*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.

Explain the origin of the name Phnom Penh. Tell the Cambodian legend of an ingenious old woman called Daun Penh.
UNIT II: CHICAGO--OUR BUSY CITY

A. Supply of Basic Needs

Visit a supermarket with the students and have them identify terms used in the business; also have them learn the names of a number of basic items that can be purchased in the supermarket.

Help the students find out where the supermarket vegetables were harvested.

Ask the students to compare the supply of vegetables in Chicago with that of Phnom Penh.

Ask the students about what happened when the supply of vegetables was cut off from Phnom Penh; ask them what would happen to the people of Chicago if, suddenly, all sources of vegetables supply were destroyed or became otherwise unavailable.
Point out grocery items made of milk, such as cheese, butter, cottage cheese, and yogurt. Explain their nutritional value.

Develop, with the students, a list of vegetables that they enjoy eating raw and/or in soup.

- salad
- cabbage
- green bean
- cucumber
- tomato
- pumpkin
- peanut
- Chinese cabbage
- radish
- bean sprout

Discuss various kinds of canned foods sold in the Phnom Penh market. Ask the students to compare the quality of canned and home-cooked foods.
Have the students list fruits sold in the Phnom Penh market, such as:

- banana (several varieties) น้ําตาล
- watermelon น้ําตาล
- sweet cucumber แก้ว
- mango แก้ว
- papaya แก้ว
- tara root แก้ว
- apple แก้ว
- durian แก้ว

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

Ask the students why Cambodians prefer to eat fresh vegetables.

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

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

Explain the meaning of open housing.

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

B. Provision for Business and Industry

Explain to the students the need to fill out the census form and the advantages of collecting census data.
Have the students take a census of their parents, relatives, and friends for the purpose of determining the kinds of occupations they are engaged in. With the students, make a list of the collected data.

Describe for the students additional occupations of Chicagoans.

Help the students make a list of ways in which the census data gathered by the federal government are used to help the community.

Ask the students to describe how money is used in Cambodia, and ask them if they have seen in the United States the practice of bartering.

Explain why people and various institutions deposit money in banks, and indicate roles played by banks in the nation's economy.
Explain why checks are issued by people to make payments; explain the procedures involved in Chicago and in Phnom Penh.

Ask the students why buildings erected in the Loop are tall and why there are only a few factories in the Loop. Ask them whether they saw tall buildings in Phnom Penh, and have the students name the buildings.

C. Provision for Trade and Transportation

Draw on an outline map of Cambodia the waterways used to bring goods to Phnom Penh.

Explain the following adages and ask the students to repeat them: Time is money. Silence is golden.

Have the students draw pictures of transportation facilities that they think will exist in few years. Have the students explain to the class the designs and working conditions.
Explain the meaning of the following words and provide means for the students to practice saying and using the words:

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>harbor</td>
<td>breakwater</td>
</tr>
<tr>
<td>magnet</td>
<td>dredge</td>
</tr>
<tr>
<td>seaport</td>
<td>pile</td>
</tr>
<tr>
<td>wharf</td>
<td>shipshape</td>
</tr>
<tr>
<td>pier</td>
<td>bilge</td>
</tr>
<tr>
<td>crane</td>
<td>gear</td>
</tr>
<tr>
<td>warehouse</td>
<td>mooring</td>
</tr>
<tr>
<td>dock</td>
<td>topside</td>
</tr>
</tbody>
</table>

Make plans to obtain a series of pictures that show the design of present-day transportation in Phnom Penh—surface, air, and water—and designs of the past. Exhibit the pictures and have the students compare the old and new designs.
Show, through use of a globe, how airplanes fly from Chicago in any direction around the world. Explain what the term great circle route means.

D. Provision for Government Service

Ask the students to discuss the rules and regulations of their lives at home, at school, and in the community.

Ask the students to list and discuss the duties and obligations of a Cambodian as a new settler in the United States.

Choose one office in an election to be held soon, and discuss with the student the qualities and abilities that candidates running for that office should have in order to assume the duties and responsibilities of the office.

Explain the meaning of the following:

- election  Governance
- mayor  មេការតែង
- poll  ឈុត
- council  កិច្ចការក្រុង
- alderman  គណ៌ក្រុង
- ward  ឃុំ
Help the students list the public services provided for the school community.

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.

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.

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—
Crusade of Mercy collections

March of Dimes campaign

Poppy Day

Asian Human Service fund raising

Catholic Charities collection

Jewish Federation of Chicago fund raising

Salvation Army collections

Compare the budget of Chicago with that of Phnom Penh.

Examine a copy of the budget for the school. List on the chalkboard the categories for which funds are provided for operating and maintaining the school. Make a circle, divide it into sections based on the expenditure for each category, and label each section. Use colored chalk or colored strips to accentuate this activity. Have the students individually draw and complete the circle as described.
E. Function as "Heart" of a Metropolitan Area

Ask the students to name and discuss the outstanding features of a suburban area of Chicago.

Tell the students about the availability of night tours in Chicago, in order to help them understand the Chicago environment at night. Whet their interest by describing part of a tour.

Explain the meaning of festival by listing and discussing the following events:

- St. Patrick's Day activities
- American Legion parade
- Memorial Day activities
- Khmer Independence Day festival
UNIT III: CHICAGO--OUR FAMOUS CITY

A. Center of Attraction

Explain why Chicago is a logical place for the International Trade Fair. Use the map to illustrate the explanation.

Ask the students whether they found luxurious hotels for tourists in the capital of Phnom Penh. Have them name the hotels: Monorom Hotel (ក្រុងភ្នំពេញ) and Le Phnom Hotel (ក្រុងភ្នំពេញ).

Show pictures of the Columbian Exposition and the Century of Progress Exposition, and discuss the meaning of their titles.

Explain the meaning of the word convention, and give examples.

Ask the students to tell why they think Chicago is called the "Convention City."
Have the students name free entertainment centers in Phnom Penh.

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.

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.

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.
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.

C. Center of Architecture

Help the students name the expressways in Phnom Penh.

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.

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.

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

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.

D. Center of Beauty

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.

Help the students describe street cleaning in Chicago and in Phnom Penh.
Ask the students to describe their visits to a zoo, flower conservatory, and beach in Chicago. Have the students discuss the impact of the changing seasons on the use of the facilities visited.

Describe and draw pictures of trees as they look in each of the four seasons. Color the pictures.

Have the students sing a Cambodian song describing the beauty of Phnom Penh. Consider using the song entitled "Phnom Penh."

Have the students participate in a panel discussion on the topic "What Makes a City Beautiful?" as a summary activity for this unit.
UNIT IV: CHICAGO--OUR EARLY HISTORY

A. Indians of Chicagoland

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

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

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.

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

Discuss the ways in which the Indians helped the first settlers in the Chicago area. Discuss the lifestyle of the first settlers.
Tell the students how and why the settlement grew at the point where Lake Michigan and the Chicago River meet.

Illustrate on the chalkboard the type of Indian shelter that can be seen in replica at the Field Museum. Have the students copy the illustration and label it in Cambodian and English.

Discuss and demonstrate Indian sign language. Have the students practice the sign language demonstrated.

Play a record of Indian songs. Demonstrate an Indian dance, and have the students dance and sing in Indian style.

Describe the training of young Indian girls in early Chicago and have the students compare it with the training of Cambodian girls at home.

Have the students study a particular tribe, including the way the tribe lived, the shelter they built, the governance of the people, the names of famous chiefs, and the punishment for disobeying tribal laws.
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.

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.

B. The First Visitors
Bring to school several coats to demonstrate the kind of winter coats worn by Chicagoans. Illustrate other kinds by means of newspaper or catalog advertisements. Explain what the coats are made of and what the prices are. Have the students compare Chicago winter coats with those of people in Cambodia and with the winter outer clothing of the early settlers in Chicago.

C. The First Settlers

Tell the students about the first permanent residents and where the trading post of Jean Baptiste DuSable was located. Make a drawing of the site of DuSable's home and compare it with the present building on that site. Point out that a Chicago high school is named for DuSable.

Tell the students about the international trading post in Phnom Penh and indicate on the chalkboard its location.

Plan a field trip to the Chicago Historical Society to study the early settlement patterns in Chicago. Explain some of the points of interest, such as the homes of DuSable and Kinzie, Beaubien's Inn, Wolf Point, Fort Dearborn, and the Illinois portage. Visit the Society with the students, and have the students write a report of this field experience.
Compare the ways the children of the early settlers helped as members of a family with the ways the Cambodian children helped their parents.

Compare the problems affecting the life of the early settlers with those that affect the life of the Cambodian newcomer in Chicago.

Discuss why the Indian's way of living was not acceptable to the settlers in the Chicago region. Compare this situation with the present adjustment of the Cambodian refugees in Chicago.

On the map of Chicago locate the Cambodian Craft Center. Tell the students what its purpose is. Describe the Center.
Read to the students the story of the Great Chicago Fire.

E. The Flag and Seal

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

Ask the students to explain, by writing short sentences, the meaning of the symbols and colors of the flag of Chicago.
UNIT V: CHICAGO--OUR OWN CITY

A. Recognition of Famous Names in Chicago History

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

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

B. Responsibility for Cleanliness and Beauty

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

C. Conservation of the Natural Beauty of Chicago

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

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.

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

- contamination
- pollution
- impure
- smog
- insecticide
- ground water
D. Duties of a Good Chicagoan

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.
UNIT VI: NEW YORK--ANOTHER AMERICAN METROPOLITAN AREA

A. Outstanding Features

Help the students locate New York City and its surrounding cities on the map of the United States, and help them determine the distance from Chicago. Explain the differences in economic features between New York City and Chicago, and that New York is known as a financial center and Chicago is known as an industrial city. Give reasons why New York City is nicknamed APPLE CITY, and explain the meaning of this appellation.

Ask the students what famous world organization has its headquarters in New York City.*

Collect pictures from magazines and post cards which show outstanding features of tall buildings in New York, such as the Empire State Building. Have the students name the buildings, and help them describe the buildings.

*Note: United Nations
Help the students locate on a map the five islands which form New York City. Have the students give the name of the islands.

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.

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

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.
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.

B. Function as City of the East Coast

Discuss the reasons why New York has been selected to be the commercial center and the communication center to various countries in the world.
Compare the number of Cambodians in New York City and Chicago.

C. Problems of the Metropolitan Area

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:

<table>
<thead>
<tr>
<th>Items</th>
<th>New York Price</th>
<th>Chicago Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>hot dog</td>
<td></td>
<td></td>
</tr>
<tr>
<td>housing (one room apartment)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>food</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hair cut</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cup of coffee</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Help the students name the two largest airports in New York City and compare them with the two largest airports in Chicago.
Have the students study the word *welcome* in various languages, such as--

<table>
<thead>
<tr>
<th>Language</th>
<th>How to Write</th>
<th>How to Say</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>welcome</td>
<td>wel kum</td>
</tr>
<tr>
<td>Cambodian</td>
<td>សាប់មាន</td>
<td>Sva Kum</td>
</tr>
<tr>
<td>French</td>
<td>bienvenu</td>
<td>be en ven oo</td>
</tr>
<tr>
<td>Japanese</td>
<td>Irashiai Mase</td>
<td>E rah she is Mase</td>
</tr>
<tr>
<td>Spanish</td>
<td>Bionvenido</td>
<td>Bo on ven e do</td>
</tr>
<tr>
<td>Polish</td>
<td>Witamy</td>
<td>Vi ta me</td>
</tr>
<tr>
<td>German</td>
<td>Vilkommen</td>
<td>Vil do men</td>
</tr>
<tr>
<td>Italian</td>
<td>Bienvenuto</td>
<td>Ben ven oo to</td>
</tr>
</tbody>
</table>
UNIT VII: LONDON--A METROPOLITAN AREA OVERSEAS

A. Outstanding Features

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.

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

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

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

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.

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.

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 rules and traffic signals for cars and boats in London.

Point out, by use of a world map, the countries which are or have been under the administration of the United Kingdom.

Tell the students that in London various ethnic groups—such as Indians, Italians, Jamaicans, and Orientals—were found in cluster, and point them out on a map.

Tell the students that many nations have affiliation with Great Britain in the British Commonwealth. Name the countries which are members of the British Commonwealth, and have the students locate them on the map.
Discuss the reasons why London is dependent on many lands outside the United Kingdom for its supplies of raw materials and basic foods.

Name the countries from which London gets its imported foods.

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

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.

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.

<table>
<thead>
<tr>
<th>American English</th>
<th>British English</th>
<th>Cambodian</th>
</tr>
</thead>
<tbody>
<tr>
<td>truck</td>
<td>lorry</td>
<td>ពោល៖ ំេូរូរ ម៉ូរ៍</td>
</tr>
</tbody>
</table>
Discuss bank notes used in London. Compare them with American bank notes used in Chicago.

D. Comparison with Other Metropolitan Areas around the World

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.
Have the students use the world atlas or another resource to complete the following chart:

<table>
<thead>
<tr>
<th>Cities</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tokyo</td>
<td></td>
</tr>
<tr>
<td>Chicago</td>
<td></td>
</tr>
<tr>
<td>New York</td>
<td></td>
</tr>
<tr>
<td>London</td>
<td></td>
</tr>
<tr>
<td>Paris</td>
<td></td>
</tr>
<tr>
<td>Amsterdam</td>
<td></td>
</tr>
<tr>
<td>Hong Kong</td>
<td></td>
</tr>
<tr>
<td>Moscow (U.S.S.R.)</td>
<td></td>
</tr>
<tr>
<td>Bonn</td>
<td></td>
</tr>
</tbody>
</table>

Locate the necessary resources for the students and have them use them to compare the architecture of old buildings in the following cities: Paris, Tokyo, London, and Phnom Penh. Have the students share their findings with other members of the group.
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.