

Teacher's Guide



Social Studies

Primary
Education
Smart+
Prathomsuksa

4

Preface

The learning area of social studies, religion and culture enables learners to acquire knowledge and understand the lives of human beings as both individuals and as coexisting members of a society. The area addresses self-adjustment in accordance with exigencies of environmental situations and management of limited resources. Learners acquire understanding of development and changes in accordance with exigencies of various periods, times and factors, leading to understanding of oneself and others. Learners also acquire patience, forbearance and acceptance of differences. They are endowed with morality and the ability to adjust knowledge gained for application in leading their lives as good citizens of the country and desirable members of the world community.

The basic Education Core Curriculum aims to inculcate the following five competencies among students:

1. Communication Skill
2. Thinking Skill
3. Problem-solving Skill
4. Applying Life Skill
5. Technological Application Skill

The learning area of social studies, religion and culture focuses on coexistence in societies that are interlinked and that have many differences, enabling the learners to adjust themselves to various environmental contexts. They will thus become good, responsible citizens, are endowed with knowledge, skills, morality and desirable values. The main strands prescribed are as follows:

- **Religion, Morality and Ethics:** fundamental concepts about religion, morality, ethics and principles of Buddhism or those of learners' religions; application of religions, principles and teachings for self-development and peaceful and harmonious coexistence; ability to do good deeds; acquisition of desirable values; continuous self-development as well as provision of services for social and common interests and concerns

- **Civics, Culture and Living:** political and administrative systems of the present society; democratic form of government under constitutional monarchy; characteristics and importance of good citizenship; cultural differences and diversity; values under constitutional monarchy; rights, duties and freedom in peaceful existence in Thai society and the world community

- **Economics:** production, distribution and consumption of goods and services; management of limited resources available; lifestyle of equilibrium and application of the principles of Sufficiency Economy in daily life

- **History:** historical times and periods; historical methodology; development of mankind from the past to the present; relationships and changes of various events; effects of important events in the past; personalities that influenced various changes in the past; historical development of the Thai nation; culture and Thai wisdom; origins of important civilisations of the world

- **Geography:** physical characteristics of the Earth; physical characteristics, resources and climate of Thailand and various other regions of the world; utilisation of maps and geographical instruments; interrelationship of various things in the natural system; relationship between man and natural environment and man-made objects; presentation of geo-data and information; preservation of the environment for sustainable development

Strands and Learning Standards

Strand 1: Religion, Morality and Ethics

Standard So1.1: Knowledge and understanding of the history, importance, the Masters and moral principles of Buddhism or those of one's faith and other religions; having the right faith; adherence and observance of moral principles for peaceful coexistence

Standard So1.2: Understanding, awareness and personal conduct of devout believers; and observance and furtherance of Buddhism or one's faith

Strand 2: Civics, Culture and Living in Society

Standard So2.1: Understanding and personal conduct in accordance with duties and responsibilities of good citizens; observance and preservation of Thai tradition and culture; and enjoying peaceful coexistence in Thai society and the world community

Standard So2.2: Understanding of political and administrative systems of the present society; adherence to, faith in, and upholding of the democratic form of government under constitutional monarchy

Strand 3: Economics

Standard So3.1: Understanding and capability of managing resources for production and consumption; efficient and cost-effective utilisation of limited resources; and understanding the principles of Sufficiency Economy for leading a balanced life

Standard So3.2: Understanding of various economic systems and institutions; economic relations; and necessity for economic cooperation in the world community

Strand 4: History

Standard So4.1: Understanding of the meaning and significance of historical times and periods; ability to use historical methodology for systematic analysis of various events

Standard So4.2: Understanding of development of mankind from the past to the present; realising the importance of relationships and continuous changes of events, and ability to analyse their effects

Standard So4.3: Knowledge of historical development of Thailand as a nation; culture; Thai wisdom; cherishing, pride in and preservation of Thai-ness

Strand 5: Geography

Standard So5.1: Understanding of physical characteristics of the Earth and interrelationship of various things in the natural system which affect one another; utilisation of maps and geographical instruments for searching, analysing, drawing conclusions from, and efficiently utilising geo-data and information

Standard So5.2: Understanding of interrelationship between man and physical environment leading to cultural creativity; awareness and participation in conservation of resources and the environment for sustainable development

Learners' Quality

- Have knowledge about themselves and those around them as well as the local environment, places where they live, and can link experiences to the wider world.
- Have skills, knowledge and necessary data for development to attain morality, ethics, behaviour and practices in accordance with the principles and teachings of their religions; attain qualities of good citizens and sense of responsibility; can live and work with others; participate in classroom activities, and have practice in decision-making.
- Have knowledge about themselves, and their families, schools and communities on an integrated basis; understand concepts about the present and the past; have fundamental economic knowledge; have been given ideas about family income and expenditure; understand roles of producers and consumers; know basic saving and methodology of Sufficiency Economy.
- Know and understand basic concepts about religion, morality, ethics, civics, economics, history and geography, so as to provide foundation for understanding at higher levels.

Yearly Teaching Plan

Primary Education Smart Plus Textbook Social Studies Grade 4 (Prathomsuksa 4)
5 Chapters **120 hours**

Learning Areas/Activities	Learning Time (in hours)
Chapter 1 Religion, Morality and Ethics Unit 1 Religious Rites Unit 2 Religious Day and Moral Principle Unit 3 The Story of the Buddha's Previous Lives	20 4 9 7
Chapter 2 Civics, Culture and Living in a Community Unit 1 Being a Good Citizen Unit 2 Children's Rights Unit 3 Democracy Unit 4 Local Culture	26 8 4 8 6
Chapter 3 Economics Unit 1 Goods and Services Unit 2 Money Unit 3 Sufficiency Economy	19 6 5 8
Chapter 4 History Unit 1 Time and Events Unit 2 Development of Mankind in Thailand Unit 3 Sukhothai Period	40 10 10 20
Chapter 5 Geography Unit 1 Our Province Unit 2 The Environment	15 9 6

Note: The learning time for each learning area can be adjusted as appropriate. Total learning time structure shall be as prescribed in basic learning time structure, while learners must attain the quality prescribed in learning standards and indicators.

Chapter 1 Religion, Morality and Ethics

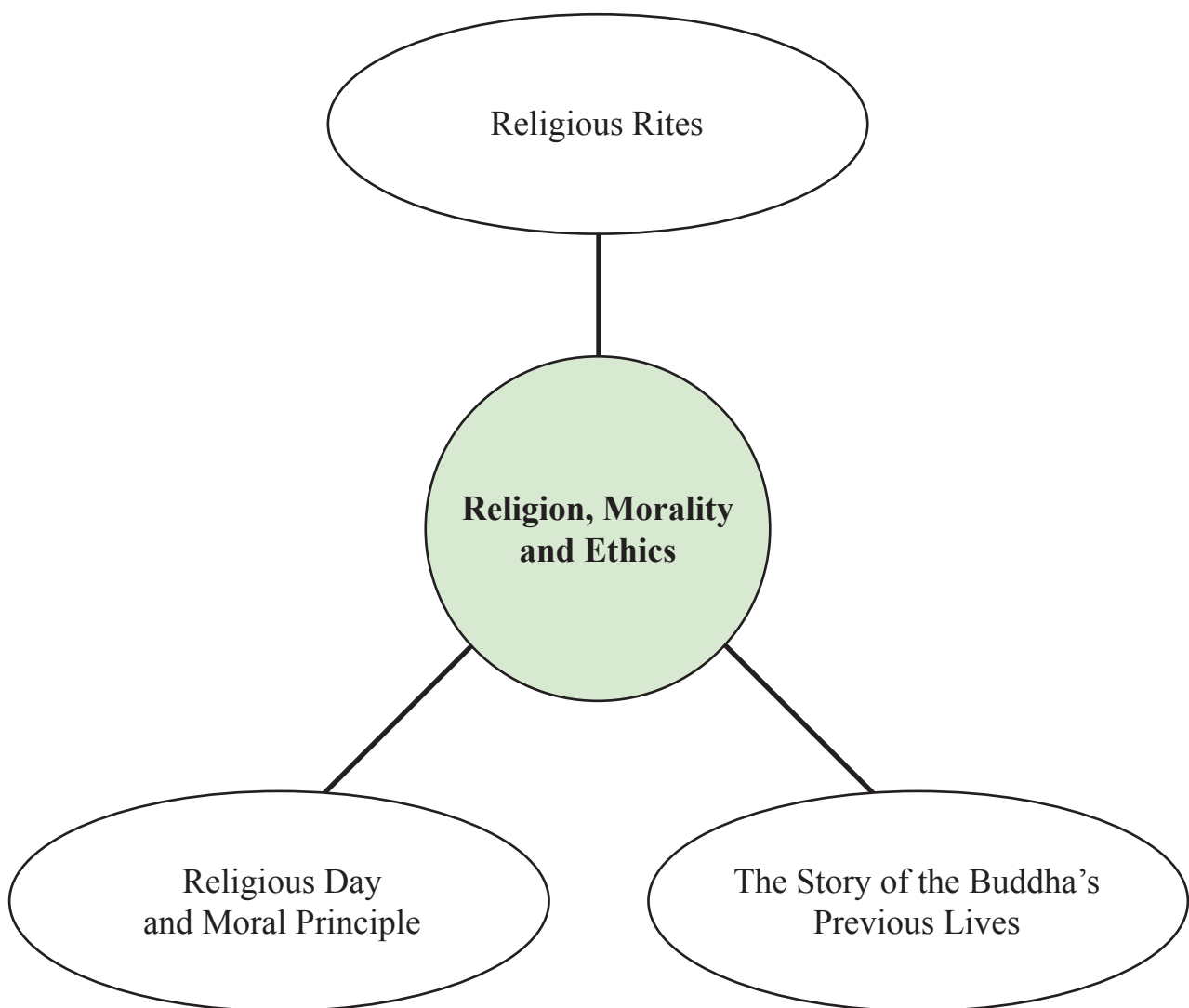
Strand 1: Religion, Morality and Ethics

(20 hours)

Standard So1.1: Knowledge and understanding of the history, importance, the Masters and moral principles of Buddhism or of one's faith and other religions; having the right faith; adherence to and observance of moral principles for peaceful coexistence

Standard So1.2: Understanding, awareness and self-conduct of devout believers; and observance and furtherance of Buddhism or one's faith

Conceptual Map



Unit 1 Religious Rites

Indicators and learning areas (4 hours)

Indicators	Learning Areas
So1.1 Gr4/1 Explain the importance of Buddhism or that of students' own religions as the spiritual focal point for believers.	<ul style="list-style-type: none">• Important Religious Rites<ul style="list-style-type: none">- Buddhism- Christianity- Islam
So1.2 Gr4/2 Have the manner of good believers as prescribed.	<ul style="list-style-type: none">• Important Religious Rites<ul style="list-style-type: none">- Buddhism- Christianity- Islam
So1.2 Gr4/3 Conduct themselves correctly in religious rites and ceremonies and on important religious days as prescribed.	<ul style="list-style-type: none">• Important Religious Rites<ul style="list-style-type: none">- Buddhism- Christianity- Islam

Learning Objectives

1. Know how to conduct one's self appropriately in religious rites.
2. Know the importance of religions as the spiritual focal point for believers.
3. Know how to behave as a good religious believer.

Learning Outcomes

1. Explain the importance of Buddhism or that of students' own religions as the spiritual focal point for believers.
2. Have the manner of good believers.
3. Conduct themselves correctly in religious rites and ceremonies and on important religious days.

Learning Areas

1. Important Religious Rites
 - Buddhism
 - Christianity
 - Islam

Teaching and Learning Activities

1st – 3rd hours (Important Religious Rites)

1. Show pictures of religious rites and ask students what they are called and what their purposes are.
2. Ask the question on page 2 in Primary Education Smart Plus Textbook Social Studies P.4: Can you give some examples of religious rites of your own religion?
3. Have students read out **Important Religious Rites** in Primary Education Smart Plus Textbook Social Studies P.4 on pages 3 and 4. Ask them the following questions:
 - a. Have you ever participated in the religious rites you just read? What did you do in the rites?
 - b. What are the purposes of those rites?
 - c. On which religious days are those rites held?
 - d. What other religious rites have you participated in? What did you do in the rites?

Encourage students to share their experience.

4. Have students read out **Let's Know More!** in Primary Education Smart Plus Textbook Social Studies P.4 on page 3. Ask them if they have seen a set of Buddhist altar tables and how they were arranged. Explain more.
5. Have students do **Practice** in Primary Education Smart Plus Textbook Social Studies P.4 on page 5.
6. Divide students into groups of 4 to 5 people and have them do as follows:
 - a. Each group chooses one religious rite of any religion that is different from the book.
 - b. Search for information about it and present it in the class.
7. Ask students the following questions:
 - a. What religion do you believe in?
 - b. What is its importance in your opinion?Have them write an essay titled “The Importance of My Religion in My Opinion” in their notebook as an assignment.

8. Show a video about the good manner of Buddhists.
9. Ask students if they behave themselves according to the good manner of Buddhists on the video or not. Then, choose some students to role-play as monks and Buddhists to practise good manner of Buddhists.
10. Divide students into groups of 4 to 5 people and guide them to do **Activity** in Primary Education Smart Plus Textbook Social Studies P.4 on page 6.
11. Guide students to do **Meditation Activity** in Primary Education Smart Plus Textbook Social Studies P.4 on page 6. After finishing the activity, encourage them to share their feelings.

4th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 1 “**Religious Rites**”.
2. Guide students to summarise the Learning Areas of Unit 1.

Emphasised Skills:

1. Analytical thinking skill
2. Speaking skill
3. Behaving appropriately as good religious believers
4. Being focused and mindful

Learning Materials:

1. Pictures of religious rites
2. Video about the good manner of Buddhists
3. Bell or something that has a similar sound
4. Primary Education Smart Plus Textbook Social Studies P.4

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 1 Religion, Morality and Ethics

Unit 1 Religious Rites

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further:

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Feeling after learning this unit:

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Knowledge gained from this unit: ..

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Application of knowledge from this unit on your daily life:

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Exercises that you like and want to select as the outstanding work:

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Contents that you like the most in this unit (give your reason):

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Unit 2 Religious Day and Moral Principle

Indicators and learning areas (9 hours)

Indicators	Learning Areas
So1.1 Gr4/4 Pay respect to the Triple Gem, observe the principles of the Threefold Learning and the Three Admonitions of the Buddha in Buddhism, or the moral principles of students' own religions as prescribed.	<ul style="list-style-type: none">• Buddhist Day<ul style="list-style-type: none">- Makha Bucha Day• Moral Principle<ul style="list-style-type: none">- Four sublime states of mind
So1.1 Gr4/6 Appreciate and pray for the spreading of loving-kindness; have mindfulness as the basis for concentration in Buddhism or spiritual development in accordance with the guidelines of students' own religions as prescribed.	<ul style="list-style-type: none">• Moral Principle<ul style="list-style-type: none">- Meditation Activity
So1.1 Gr4/7 Observe the moral principles of students' own religions for harmonious coexistence as a nation.	<ul style="list-style-type: none">• Moral Principle<ul style="list-style-type: none">- Four sublime states of mind

Learning Objectives

1. Know and behave one's self according to moral principles of his/her religion.
2. Understand the advantages of practising mindfulness and meditation.

Learning Outcomes

1. Pay respect to the Triple Gem, observe the principles of the Threefold Learning and the Three Admonitions of the Buddha in Buddhism, or the moral principles of students' own religions.
2. Appreciate and pray for the spreading of loving-kindness; have mindfulness as the basis for concentration in Buddhism or spiritual development in accordance with the guidelines of students' own religions.
3. Observe the moral principles of students' own religions for harmonious coexistence as a nation.

Learning Areas

1. Buddhist Day
 - Makha Bucha Day
2. Moral Principle
 - Four sublime states of mind

Teaching and Learning Activities

1st – 4th hours (Makha Bucha Day)

1. Ask students the following questions:
 - a. Do you know Makha Bucha Day? What is it?
 - b. When does the next Makha Bucha Day fall on?
2. Show a song of Makha Bucha Day and ask students to tell the information they learn from the song. Write it on the board.
3. Ask students the following questions:
 - a. When does Makha Bucha Day fall on in each year?
 - b. What important events happened on Makha Bucha Day?
 - c. Have you ever participated in religious activities held on Makha Bucha Day? What did you do?
4. Have students read **Buddhist Day** in Primary Education Smart Plus Textbook Social Studies P.4 on page 8.
5. Ask students the question: What are the activities done on Makha Bucha Day? Have them draw a picture of an activity and colour it beautifully.
6. Show a video about the Three Admonitions of the Buddha. Then, ask students the following questions:
 - a. Do you conduct yourself according to the Three Admonitions of the Buddha? How?
 - b. How do the Three Admonitions of the Buddha play an important part in our society?
7. Take students to the library and let them find information about the Three Admonitions of the Buddha. Then, summarise what they have searched as a conceptual map in their notebook. Choose some students to present their findings in the class.

8. Guide students to conclude the information about Makha Bucha Day as a conceptual map in their notebook.

5th – 8th hours (Moral Principle)

1. Ask the question in Primary Education Smart Plus Textbook Social Studies P.4 on page 7: Do you conduct yourself according to the moral principles of your religion in your daily life?
2. Write the phrase “Four sublime states of mind” on the board. Ask students what they know about this moral principle.
3. Show a video about the four sublime states of mind and ask students to write what they learn from the video in their notebook.
4. Choose some students to tell their friends what they learn from the video.
5. Have students read **Four sublime states of mind** in Primary Education Smart Plus Textbook Social Studies P.4 on page 9. Explain more.
6. Divide students into groups of 4 to 5 people. Assign each group to write a script for role-playing a situation involving the four sublime states of mind.
7. Have each group role-play in the class. Help students conclude how each group’s role play is related to the four sublime states of mind.
8. Divide students into groups of 4 to 5 people and have each group do as follows:
 - a. Discuss how the four sublime states of mind can be applied to their life.
 - b. Summarise it as a conceptual map.
9. Choose some groups to present their conceptual maps to other students as well as explaining in detail how to apply the four sublime states of mind to their life.
10. Divide students into groups of 3 to 4 people and guide them to do **Activity** in Primary Education Smart Plus Textbook Social Studies P.4 on page 10.
11. Guide students to do **Meditation Activity** in Primary Education Smart Plus Textbook Social Studies P.4 on page 11. After finishing, ask them the following questions:
 - a. How do you feel before, during and after the activity?
 - b. What did you gain from practising mindfulness and meditation?

9th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 2 “**Religious Day and Moral Principle**”.
2. Guide students to summarise the Learning Areas of Unit 2.
3. Have students do **Practice** in Primary Education Smart Plus Textbook Social Studies P.4 on page 10.

Emphasised Skills:

1. Information gathering skill
2. Sharing ideas/opinions
3. Analytical thinking skill
4. Speaking skill
5. Being focused and mindful

Learning Materials:

1. Song of Makha Bucha Day
2. Video about the Three Admonitions of the Buddha
3. Video about the four sublime states of mind
4. Primary Education Smart Plus Textbook Social Studies P.4

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 1 Religion, Morality and Ethics

Unit 2 Religious Day and Moral Principle

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further:

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Feeling after learning this unit:

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Knowledge gained from this unit: ..

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Application of knowledge from this unit on your daily life:

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Exercises that you like and want to select as the outstanding work:

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Contents that you like the most in this unit (give your reason):

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Unit 3 The Story of the Buddha's Previous Lives

Indicators and learning areas (7 hours)

Indicators	Learning Areas
So1.1 Gr4/2 Summarise the life of the Buddha from enlightenment to propagation of the Dhamma or the lives of the Masters of students' own religions as prescribed.	<ul style="list-style-type: none"> • The Tale of the Monkey and the Weaver Bird - Role Play
So1.1 Gr4/3 Appreciate and conduct themselves in accordance with the models of living and the insights from the lives of the disciples, the stories of the Buddha's previous lives, other tales and exemplary believers as prescribed.	<ul style="list-style-type: none"> • The Tale of the Monkey and the Weaver Bird
So1.1 Gr4/5 Delight in the performance of good deeds, and family members' performance of good deeds, at school and in the community in accordance with religious principles, as well as telling the guidelines for living.	<ul style="list-style-type: none"> • The Tale of the Monkey and the Weaver Bird
So1.1 Gr4/8 Explain in brief the lives of the Masters of other religions.	<ul style="list-style-type: none"> • The Tale of the Monkey and the Weaver Bird - Role Play
So1.2 Gr4/1 Discuss the importance of and participate in maintaining places of worship of their religions.	<ul style="list-style-type: none"> • The Tale of the Monkey and the Weaver Bird - Voluntary Spirit

Learning Objectives

1. Know the lives of the Buddha and the Masters of other religions.
2. Know a story of the Buddha's previous lives and can apply it in real life.
3. Understand the importance of good deeds.
4. Understand the importance of maintaining places of worship of one's own religion.

Learning Outcomes

1. Summarise the life of the Buddha from enlightenment to propagation of the Dhamma or the lives of the Masters of students' own religions.
2. Appreciate and conduct themselves in accordance with the models of living and the insights from the lives of the disciples, the stories of the Buddha's previous lives, other tales and exemplary believers.
3. Delight in the performance of good deeds, and family members' performance of good deeds, at school and in the community in accordance with religious principles, as well as telling the guidelines for living.
4. Explain in brief the lives of the Masters of other religions.
5. Discuss the importance of and participate in maintaining places of worship of their religions.

Learning Area

1. The Tale of the Monkey and the Weaver Bird

Teaching and Learning Activities

1st – 6th hours (The Tale of the Monkey and the Weaver Bird)

1. Show the picture and ask the questions in Primary Education Smart Plus Textbook Social Studies P.4 on page 12: What is the story in the picture called? What is it about?
2. Tell students that the stories of the Buddha's previous lives are called the Jataka tales. Ask them to give some examples of the Jataka tales and encourage students to tell what they have learnt from the tales.
3. Have students read **The Tale of the Monkey and the Weaver Bird** in Primary Education Smart Plus Textbook Social Studies P.4 on page 13. Ask them the following questions:
 - a. What is the moral obtained from the story?
 - b. What moral principle does the weaver bird have?
 - c. What moral principle does the monkey lack of?
 - d. If you were the weaver bird, what would you do? Why?
 - e. If you were the monkey, what would you do? Why?

4. Have students do **Practice** in Primary Education Smart Plus Textbook Social Studies P.4 on page 14.
5. Have students draw a picture of the tale of the Monkey and the Weaver Bird and colour it beautifully.
6. Have students discuss how they can apply the moral obtained from the story to their life and summarise it in their notebook.
7. Ask students to choose one Jataka tale that is different from the book and find information about it. Then, ask them to summarise the Jataka tale they have searched in their notebook and analyse the moral obtained from it.
8. Choose some students to tell the story of the Jataka tale they have searched to their friends. Have the other students discuss what moral is obtained from the story and help them conclude it.
9. Guide students to do **Activity** in Primary Education Smart Plus Textbook Social Studies P.4 on page 14 as an assignment.
10. Choose some volunteers to present their work in the class.
11. Guide students to do **Meditation Activity** in Primary Education Smart Plus Textbook Social Studies P.4 on page 15.
12. Divide students into three groups and have each group choose one of these topics:
 - a. The Buddha
 - b. Jesus Christ
 - c. MuhammadAsk them to search for information regarding the life of the Master of religion they have chosen and do a role play about his life. After all groups finish role-playing, have them answer the questions in **Role Play** in Primary Education Smart Plus Textbook Social Studies P.4 on page 15.
13. Refer to **Voluntary Spirit** in Primary Education Smart Plus Textbook Social Studies P.4 on page 16. Divide students into groups of 3 to 4 people and have them prepare these materials in the next class:
 - a. Three old towels
 - b. Needle
 - c. Thread
 - d. Scissors

14. Guide each group to make a handmade rug by following the instructions on page 16 in Primary Education Smart Plus Textbook Social Studies P.4. After finishing making rugs, collect all groups' works to give them to a temple. Then, have students answer the questions in **Voluntary Spirit** in Primary Education Smart Plus Textbook Social Studies P.4 on page 16.

7th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 3 “**The Story of the Buddha’s Previous Lives**”.
2. Guide students to summarise the Learning Area of Unit 3.
3. Encourage students to evaluate themselves by filling in **Evaluation Form** in Primary Education Smart Plus Textbook Social Studies P.4 on page 17.
4. To test students' understanding of this chapter, ask students to work on **TEST** in Primary Education Smart Plus Textbook Social Studies P.4 on pages 18 and 19.

Emphasised Skills:

1. Analytical thinking skill
2. Reading skill
3. Speaking skill
4. Being focused and mindful
5. Sharing ideas/opinions

Learning Material:

1. Primary Education Smart Plus Textbook Social Studies P.4

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 1 Religion, Morality and Ethics

Unit 3 The Story of the Buddha's Previous Lives

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further:

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Feeling after learning this unit:

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Knowledge gained from this unit: ..

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Application of knowledge from this unit on your daily life:

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Exercises that you like and want to select as the outstanding work:

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Contents that you like the most in this unit (give your reason):

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Chapter 2 Civics, Culture and Living in a Community

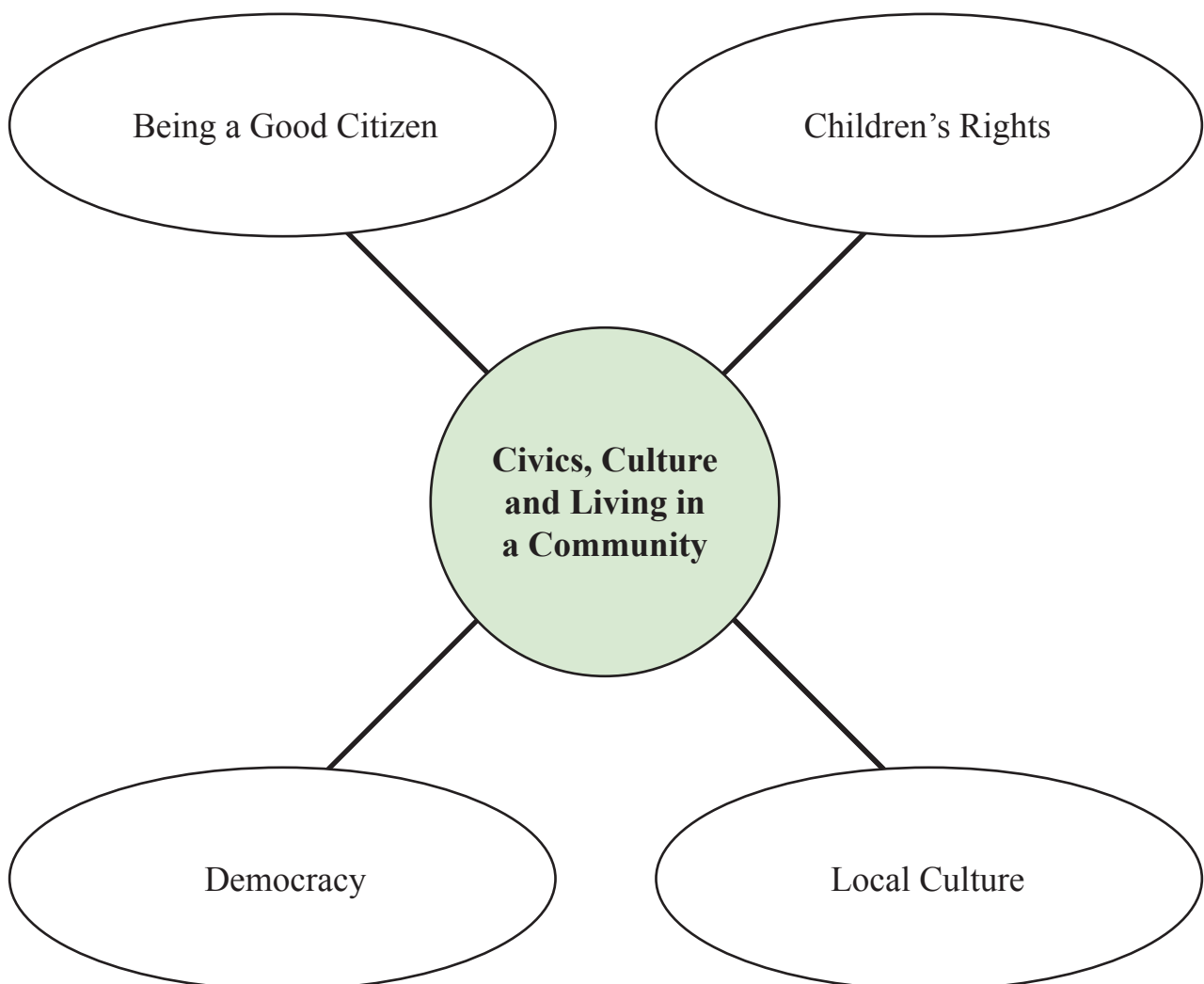
Strand 2: Civics, Culture and Living in Society

(26 hours)

Standard So2.1: Understanding and personal conduct in accordance with duties and responsibilities of good citizens; observance and preservation of Thai tradition and culture; and enjoying peaceful coexistence in Thai society and the world community

Standard So2.2: Understanding of political and administrative systems of the present society; adherence to, faith in and upholding of the democratic form of government under constitutional monarchy

Conceptual Map



Unit 1 Being a Good Citizen

Indicators and learning areas (8 hours)

Indicators	Learning Areas
So2.1 Gr4/1 Conduct themselves as good citizens of the democratic way of life, thus constituting desirable community members.	<ul style="list-style-type: none">• Conducting Ourselves as Good Citizens<ul style="list-style-type: none">- Conducting ourselves as good community members- Conducting life according to moral and ethical principles- Participating in promoting and supporting democracy
So2.1 Gr4/2 Conduct themselves as good leaders and good followers.	<ul style="list-style-type: none">• Conducting Ourselves as Good Leaders and Good Followers• Teamwork
So2.1 Gr4/5 Propose methods of peaceful coexistence in daily life.	<ul style="list-style-type: none">• Peaceful Coexistence<ul style="list-style-type: none">- Practical guidelines for peaceful coexistence- Causes of conflicts- Handling conflicts

Learning Objectives

1. Understand different roles and responsibilities of leaders and followers in a community.
2. Understand and practise as a good community member of the democratic way of life.
3. Understand and practise according to moral and ethical principles.
4. Understand working as a team.
5. Understand causes of conflicts and propose ways to solve the conflicts by peaceful methods.

Learning Outcomes

1. Participate in or support and promote democracy in community.
2. Be able to conduct a life according to moral and ethical principles.
3. Tell the meaning, roles and responsibilities of leaders and followers in the classroom, school and community.
4. Know how to work in a team.
5. Be able to solve the conflicts by peaceful methods.

Learning Areas

1. Conducting Ourselves as Good Citizens
 - Conducting ourselves as good community members
 - Conducting life according to moral and ethical principles
 - Participating in promoting and supporting democracy
2. Conducting Ourselves as Good Leaders and Good Followers
3. Teamwork
4. Peaceful Coexistence
 - Practical guidelines for peaceful coexistence
 - Causes of conflicts
 - Handling conflicts

Teaching and Learning Activities

1st – 2nd hours (Conducting Ourselves as Good Citizens)

1. Show students pictures of a person:
 - a. Across the street at crosswalk or flyover
 - b. Keeping and taking care of public propertiesLet them share opinions about those pictures.
2. Write “Good citizen” on the board. Let students discuss about it and give examples.
3. Ask students to read **Conducting Ourselves as Good Citizens** in Primary Education Smart Plus Textbook Social Studies P.4 on pages 22 to 24. Elaborate more.
4. Divide students into groups to write the ways to behave as good community members. The group that gives the greatest number of ways will be the winner.

5. Divide students into groups to prepare a conceptual map showing moral and ethical principles of being good citizens. Then, attach it on the board. Make a conclusion.
6. Ask students to carry out **Activity 1** and **Practice 1** in Primary Education Smart Plus Textbook Social Studies P.4 on pages 25 and 26.
7. Guide students to conclude **Conducting Ourselves as Good Citizens** in their notebook.

3rd – 4th hours (Conducting Ourselves as Good Leaders and Good Followers)

1. Ask students to talk about the roles, duties and responsibilities of members in school and community.
2. Attach word cards “Leader” and “Followers” on the board. Let students discuss the meaning and roles of leader and followers.
3. Tell students to observe the pictures in Primary Education Smart Plus Textbook Social Studies P.4 on pages 27 to 29. Have a discussion about the roles of the people in the pictures.
4. Let students read **Conducting Ourselves as Good Leaders and Good Followers** in Primary Education Smart Plus Textbook Social Studies P.4 on pages 27 to 30. Guide students to conclude this subtopic. Elaborate more.
5. Ask students to write a conceptual map to explain leader and followers in school and community. Encourage them to give examples.
6. Ask students to do **Activity 2** in Primary Education Smart Plus Textbook Social Studies P.4 on page 31.

5th hour (Teamwork)

1. Divide students into groups. Then, assign a task to each group such as analysing news or explaining how to cook.
2. Ask students about the methods to work together in a team and how they overcome different opinions in doing the task given. Let students conclude the proper methods as a conceptual map on the board.
3. Ask students to read **Teamwork** in Primary Education Smart Plus Textbook Social Studies P.4 on page 32. Elaborate more.

4. Ask students to search the methods to work efficiently in a team. Write a conceptual map on the board.
5. Have students do **Practice 2** in Primary Education Smart Plus Textbook Social Studies P.4 on page 32 as homework.

6th – 7th hours (Peaceful Coexistence)

1. Show students pictures of conflicts in any situation such as the protestation and the altercation of students. Then, have a discussion about the causes and the ways to solve the conflicts.
2. Ask students to study **Peaceful Coexistence** in Primary Education Smart Plus Textbook Social Studies P.4 on pages 33 and 34. Elaborate more.
3. Have students do **Activity 3** in Primary Education Smart Plus Textbook Social Studies P.4 on page 35.
4. Divide students to do a role play. Give them a situation where they are having a conflict. They must act out a solution to the conflict. Then, conclude by discussing the ways to behave in order to live together happily and reduce the conflict by peaceful methods.
5. Have students do **Practice 3** in Primary Education Smart Plus Textbook Social Studies P.4 on page 35. Make a conclusion.

8th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 1 “**Being a Good Citizen**”.
2. Guide students to summarise the Learning Areas of Unit 1.
3. Have students do **Enrichment Activity** in Primary Education Smart Plus Textbook Social Studies P.4 on pages 36 and 37.

Remark: Special features: **Rule of Thumb** on page 38; **Volunteer for All** on page 39; and **Young Reporters** on page 39 can be added or carried out as special activities, subject to the teacher’s consideration, suitability and availability.

Emphasised Skills:

1. Analytical thinking skill
2. Curiosity to learn
3. Generosity
4. Having discipline
5. Working in a team
6. Speaking and writing skills
7. Sharing ideas/opinions

Learning Materials:

1. Pictures of people behaving as good citizens
2. Word cards of “Leader” and “Followers”
3. Pictures of conflicts
4. Primary Education Smart Plus Textbook Social Studies P.4

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 2 Civics, Culture and Living in a Community

Unit 1 Being a Good Citizen

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further:

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Feeling after learning this unit:

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Knowledge gained from this unit: ..

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Application of knowledge from this unit on your daily life:

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Exercises that you like and want to select as the outstanding work:

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Contents that you like the most in this unit (give your reason):

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Unit 2 Children's Rights

Indicators and learning areas (4 hours)

Indicators	Learning Areas
So2.1 Gr4/3 Analyse children's fundamental rights entitled to them as provided by law.	<ul style="list-style-type: none">• Right to Live• Right to Be Protected• Right to Be Developed• Right to Participate

Learning Objectives

1. Understand that all human beings have equal honour and rights as provided by the law.
2. Understand that all children have rights provided by the law and no one can violate their rights.

Learning Outcome

1. Be able to state and explain basic children's rights provided by the law.

Learning Areas

1. Right to Live
2. Right to Be Protected
3. Right to Be Developed
4. Right to Participate

Teaching and Learning Activities

1st – 3rd hours (Children's Rights)

1. Ask students to answer the following questions:
 - a. What do right and freedom mean?
 - b. What are your rights and freedoms?
 - c. Do you have to respect the rights and freedoms of others? Why?
 - d. If your rights and freedoms are violated, what should you do?

2. Guide students to observe the pictures in Primary Education Smart Plus Textbook Social Studies P.4 on pages 41 to 44. Then, ask them to give their opinions about them by comparing those pictures with their experiences.
3. Ask students to study children's rights in Primary Education Smart Plus Textbook Social Studies P.4 on pages 41 to 44.
4. Have students carry out **Activity** in Primary Education Smart Plus Textbook Social Studies P.4 on page 46. Encourage them to analyse their answers. Make a conclusion.
5. Tell students about the news or situation about the violation of children's rights. Ask students to answer the following questions:
 - a. From the news or situation given, does it violate children's rights? How?
 - b. How can you find the ways to protect and solve that problem?
6. Divide students into groups to search children's rights. Ask students to present their results in class. Encourage them to make a conclusion and write children's rights on the board as a conceptual map. Elaborate more.
7. Have students do **Practice** in Primary Education Smart Plus Textbook Social Studies P.4 on page 45.

4th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 2 "**Children's Rights**".
2. Guide students to summarise the Learning Areas of Unit 2.
3. Have students do **Enrichment Activity** in Primary Education Smart Plus Textbook Social Studies P.4 on pages 47 and 48.

Remark: Special features: **Rule of Thumb** on page 49; **Volunteer for All** on page 50; and **Young Reporters** on page 50 can be added or carried out as special activities, subject to the teacher's consideration, suitability and availability.

Emphasised Skills:

1. Analytical thinking skill
2. Curiosity of learning
3. Having discipline
4. Speaking and writing skills
5. Sharing ideas/opinions

Learning Materials:

1. News or situation on the violation of children's rights
2. Primary Education Smart Plus Textbook Social Studies P.4

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 2 Civics, Culture and Living in a Community

Unit 2 Children's Rights

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further:

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Feeling after learning this unit:

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Knowledge gained from this unit: ..

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Application of knowledge from this unit on your daily life:

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Exercises that you like and want to select as the outstanding work:

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Contents that you like the most in this unit (give your reason):

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Unit 3 Democracy

Indicators and learning areas (8 hours)

Indicators	Learning Areas
So2.2 Gr4/1 Explain sovereign power and the importance of the democratic system.	<ul style="list-style-type: none">• Democracy<ul style="list-style-type: none">- Principle of sovereignty of the people- Principle of majority rule- Principle of equality• Sovereignty<ul style="list-style-type: none">- Legislative power- Executive power- Judicial power
So2.2 Gr4/2 Explain the people's roles and duties in the election process.	<ul style="list-style-type: none">• Election<ul style="list-style-type: none">- Before an election- During an election- After an election
So2.2 Gr4/3 Explain the importance of the monarchy in the democratic form of government under constitutional monarchy.	<ul style="list-style-type: none">• The Institution of Monarchy<ul style="list-style-type: none">- Importance of the institution of monarchy in Thailand

Learning Objectives

1. Understand and explain the constitutional monarchy.
2. Understand and explain sovereignty and exercising sovereignty.
3. Understand rights through the election.

Learning Outcomes

1. State the main principle of constitutional monarchy.
2. State the importance of constitutional monarchy.
3. Explain the importance of the institution of monarchy in Thai society.
4. Practise rights through the election.

Learning Areas

1. Democracy
 - Principle of sovereignty of the people
 - Principle of majority rule
 - Principle of equality
2. Sovereignty
 - Legislative power
 - Executive power
 - Judicial power
3. Election
 - Before an election
 - During an election
 - After an election
4. The Institution of Monarchy
 - Importance of the institution of monarchy in Thailand

Teaching and Learning Activities

1st hour (Democracy)

1. Ask students to look at the picture in Primary Education Smart Plus Textbook Social Studies P.4 on page 51. Then, ask the following questions:
 - a. What is this picture about?
 - b. How is it important to us?
2. Review the meaning and form of constitutional monarchy.
3. Show students pictures of elections. Let them share their opinions about them. Then, guide students to know the main principles of democracy.
4. Ask students to study **Democracy** in Primary Education Smart Plus Textbook Social Studies P.4 on page 52.
5. Conclude this subtopic with a conceptual map and give more examples.

2nd – 3rd hours (Sovereignty)

1. Attach the chart from Primary Education Smart Plus Textbook Social Studies P.4 on page 53 on the board. Ask the following questions:
 - a. What does the chart show?
 - b. What does the chart consist of?
 - c. Do things in the picture have relationships? How?
2. Let students study **Sovereignty** in Primary Education Smart Plus Textbook Social Studies P.4 on pages 53 and 54.
3. Prepare a conceptual map about sovereignty and exercising sovereignty. Elaborate on each point.
4. Have students carry out **Practice 1** in Primary Education Smart Plus Textbook Social Studies P.4 on page 55.
5. Divide students into groups to do **Activity 1** in Primary Education Smart Plus Textbook Social Studies P.4 on page 56. Let each group read the result. Analyse the sovereignty. Elaborate and make a conclusion.

4th – 5th hours (Election)

1. Show students a video of an election such as the election of the community leader or member of the House of Representatives. Then, have a discussion about the election.
2. Ask students to study **Election** and **Let's Know More!** in Primary Education Smart Plus Textbook Social Studies P.4 on pages 57 to 59. Make a conclusion.
3. Divide students into groups to create the situation of election. Then, let each group share its opinions to each other. Help students analyse and conclude it.
4. Have students do **Practice 2** in Primary Education Smart Plus Textbook Social Studies P.4 on pages 60 and 61.
5. Elaborate and conclude this subtopic.

6th – 7th hours (The Institution of Monarchy)

1. Review the form of leadership to govern Thailand from the past until the present.
2. Ask students to compare the forms of government between the past and present, and the importance of the institution of monarchy and the government.
3. Let students study **The Institution of Monarchy** in Primary Education Smart Plus Textbook Social Studies P.4 on page 62. Make a conclusion.
4. Have students carry out Question 1 in **Activity 2** in Primary Education Smart Plus Textbook Social Studies P.4 on page 64.
5. Show students a video about the royal duties of His Majesty the King. Then, ask students: How do the royal duties affect the people in the country?
6. Get a student to read the text on **Importance of the institution of monarchy in Thailand** in Primary Education Smart Plus Textbook Social Studies P.4 on page 63. Elaborate more.
7. Divide students into groups of 5 to 6 people to do the following activities:
 - a. Question 2 in **Activity 2** in Primary Education Smart Plus Textbook Social Studies P.4 on page 64
 - b. Choose one royal duty of His Majesty the King to make a report.
8. Let each group present its report in class. Elaborate on each point. Make a conclusion.

8th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 3 “**Democracy**”.
2. Guide students to summarise the Learning Areas of Unit 3.
3. Have students do **Enrichment Activity** in Primary Education Smart Plus Textbook Social Studies P.4 on pages 65 and 66.

Remark: Special features: **Rule of Thumb** on page 67; **Volunteer for All** on page 68; and **Young Reporters** on page 68 can be added or carried out as special activities, subject to the teacher’s consideration, suitability and availability.

Emphasised Skills:

1. Analytical thinking skill
2. Curiosity of learning
3. Having discipline
4. Speaking and writing skills
5. Sharing ideas/opinions
6. Self-confidence

Learning Materials:

1. Pictures and videos of elections in various levels
2. Chart showing the exercising of sovereignty
3. Pictures and videos of royal duties
4. Primary Education Smart Plus Textbook Social Studies P.4

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 2 Civics, Culture and Living in a Community

Unit 3 Democracy

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further:

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Feeling after learning this unit:

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Knowledge gained from this unit: ..

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Application of knowledge from this unit on your daily life:

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Exercises that you like and want to select as the outstanding work:

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Contents that you like the most in this unit (give your reason):

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Unit 4 Local Culture

Indicators and learning areas (6 hours)

Indicators	Learning Areas
So2.1 Gr4/4 Explain cultural differences of various groups of local people.	<ul style="list-style-type: none">• Types of Culture• Cultural Differences<ul style="list-style-type: none">- Cuisine- Language/Dialect- Fashion- Festivals- Performing arts

Learning Objectives

1. Understand the definition of culture.
2. Understand the differences in the local culture of Thailand.

Learning Outcomes

1. Classify types of culture in local area.
2. State the differences of culture in each local area.

Learning Areas

1. Types of Culture
2. Cultural Differences
 - Cuisine
 - Language/Dialect
 - Fashion
 - Festivals
 - Performing arts

Teaching and Learning Activities

1st hour (Types of Culture)

1. Have a discussion about local tradition and culture. Focus on the aspects, types and importance.
2. Review the meaning and aspects of tradition and culture.
3. Show students pictures of material culture and non-material culture. Let students classify them. Write students' answers on the board.
4. Ask students: What are criteria used to classify these cultures?
5. Let students read **Types of Culture** in Primary Education Smart Plus Textbook Social Studies P.4 on page 70. Elaborate and let students give more examples.
6. Have students do **Practice** in Primary Education Smart Plus Textbook Social Studies P.4 on page 71. Make a conclusion.

2nd – 5th hours (Cultural Differences)

1. Ask students the following questions:
 - a. Do people in each region speak the same dialect? Why?
 - b. Are foods in each region similar or different? How? Why?
 - c. Are art performances in each region similar or different? How? Why?Discuss about the questions above.
2. Let students study **Cultural Differences** in Primary Education Smart Plus Textbook Social Studies P.4 on pages 72 to 76. Elaborate and ask students to give more examples. Then, make a conclusion.
3. Have students do **Activity** in Primary Education Smart Plus Textbook Social Studies P.4 on pages 77 and 78.
4. Divide students into groups to make a picture book with the theme of local tradition and culture. Let students choose one topic:
 - a. Cuisine
 - b. Fashion
 - c. Language/Dialect
 - d. Festivals
 - e. Performing arts

5. Let each group present its report in class.
6. Conclude **Cultural Differences**.

6th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 4 “**Local Culture**”.
2. Guide students to summarise the Learning Areas of Unit 4.
3. Have students do **Enrichment Activity** in Primary Education Smart Plus Textbook Social Studies P.4 on pages 79 and 80.
4. Encourage students to evaluate themselves by filling in **Evaluation Form** in Primary Education Smart Plus Textbook Social Studies P.4 on page 83.
5. To test students’ understanding of this chapter, ask students to work on **TEST** in Primary Education Smart Plus Textbook Social Studies P.4 on pages 84 to 86.

Remark: Special features: **Rule of Thumb** on page 81; **Young Reporters** on page 81; and **Volunteer for All** on page 82 can be added or carried out as special activities, subject to the teacher’s consideration, suitability and availability.

Emphasised Skills:

1. Analytical thinking skill
2. Curiosity to learn
3. Thai culture and identity
4. Speaking and writing skills
5. Sharing ideas/opinions
6. Working in a team

Learning Materials:

1. Pictures of material culture and non-material culture
2. Primary Education Smart Plus Textbook Social Studies P.4

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 2 Civics, Culture and Living in a Community

Unit 4 Local Culture

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further:

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Feeling after learning this unit:

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Knowledge gained from this unit: ..

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Application of knowledge from this unit on your daily life:

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Exercises that you like and want to select as the outstanding work:

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Contents that you like the most in this unit (give your reason):

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Chapter 3 Economics

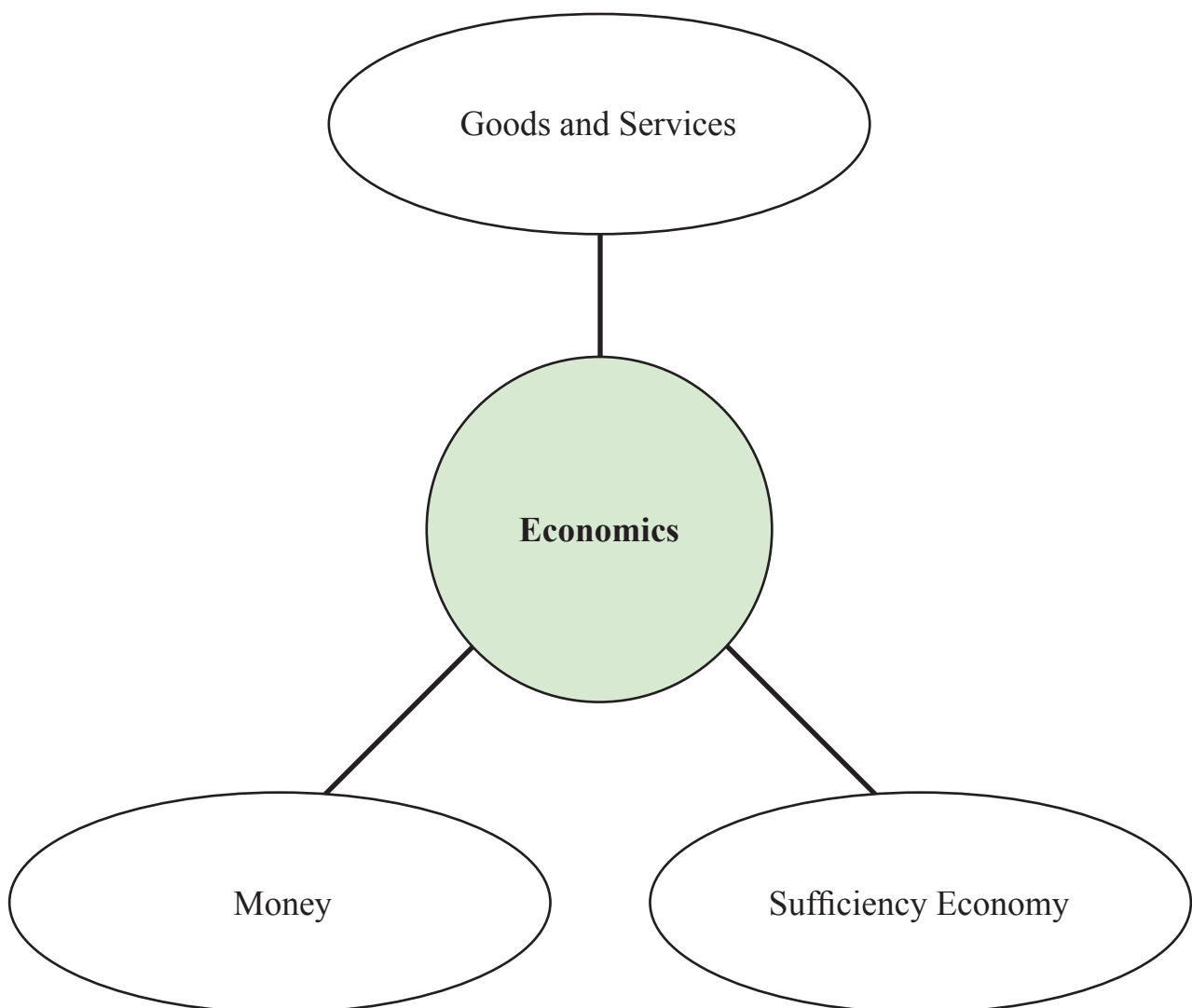
Strand 3: Economics

(19 hours)

Standard So3.1: Understanding and capability of managing resources for production and consumption; efficient and cost-effective utilisation of limited resources available; and understanding of the principles of Sufficiency Economy for leading a life of equilibrium

Standard So3.2: Understanding of various economic systems and institutions, economic relations and necessity for economic cooperation in the world community

Conceptual Map



Unit 1 Goods and Services

Indicators and learning areas (6 hours)

Indicators	Learning Areas
So3.1 Gr4/1 Specify the factors affecting choice in buying goods and services.	<ul style="list-style-type: none">• Consumption<ul style="list-style-type: none">- Goods- Services• Factors Affecting Demand for Goods and Services
So3.1 Gr4/2 Tell the fundamental rights as consumers and protect their own interests as consumers.	<ul style="list-style-type: none">• Product Quality Certification• Basic Consumer Rights

Learning Objectives

1. Understand the meaning of consumption.
2. Understand the importance of product quality certification marks in goods and services.
3. Understand the five basic consumer rights.

Learning Outcomes

1. Explain and classify types of goods and services.
2. State the factors affecting decision to buy goods and services of consumers.
3. State and explain product quality certification marks.
4. State and explain basic consumer rights.

Learning Areas

1. Consumption
 - Goods
 - Services
2. Factors Affecting Demand for Goods and Services
3. Product Quality Certification
4. Basic Consumer Rights

Teaching and Learning Activities

1st hour (Consumption)

1. Ask students to look at the picture in Primary Education Smart Plus Textbook Social Studies P.4 on page 88. Ask the questions: Do you think the goods in the picture are necessary? Why?
2. Review the meaning and types of goods and services. Write a conceptual map on the board.
3. Ask students to study **Consumption** in Primary Education Smart Plus Textbook Social Studies P.4 on pages 89 and 90. Elaborate and ask students to give more examples. Make a conclusion.
4. Have students do **Practice 1** in Primary Education Smart Plus Textbook Social Studies P.4 on pages 90 and 91.

2nd hour (Factors Affecting Demand for Goods and Services)

1. Ask students to give one example of goods and services. Ask them the following questions:
 - a. What is it made from?
 - b. What are factors that make you decide to buy it?
 - c. How can you use it optimally?
2. Ask students to study **Factors Affecting Demand for Goods and Services** in Primary Education Smart Plus Textbook Social Studies P.4 on page 92. Let students give more examples. Conclude it with a conceptual map on the board.
3. Have students do **Practice 2** in Primary Education Smart Plus Textbook Social Studies P.4 on page 93.
4. Conclude **Factors Affecting Demand for Goods and Services**.

3rd – 4th hours (Product Quality Certification)

1. Show students some goods. Ask them to look at the quality certification marks on them. Have a discussion about the product quality certification marks on goods and services.

2. Divide students into six groups to search for product quality certification marks by choosing only one mark for one group. The marks are from the following:
 - a. Voluntary Certification
 - b. Mandatory Certification
 - c. FDA (Food and Drug Administration) Certification
 - d. Energy Efficient Number 5 Certification
 - e. Environment Specific Standard Certification
 - f. Safety Standard CertificationThen, let each group present its report in class. Help students check if the mark presented is correct. Make a conclusion.
3. Ask students to study **Product Quality Certification** in Primary Education Smart Plus Textbook Social Studies P.4 on pages 94 and 95. Make a conclusion.
4. Have students do **Activity 1** in Primary Education Smart Plus Textbook Social Studies P.4 on pages 96 and 97.

5th hour (Basic Consumer Rights)

1. Ask students the question: If you purchase goods and services with no quality or you get harmed by using them, what should you do? Let them share their opinions about this question.
2. Get a student to read the text on **Basic Consumer Rights** and **Let's Know More!** in Primary Education Smart Plus Textbook Social Studies P.4 on pages 98 to 100. Elaborate and give more examples.
3. Have students do **Practice 3** in Primary Education Smart Plus Textbook Social Studies P.4 on page 100.
4. Have students do **Activity 2** in Primary Education Smart Plus Textbook Social Studies P.4 on page 101 as homework.

6th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 1 “**Goods and Services**”.
2. Guide students to summarise the Learning Areas of Unit 1.
3. Have students do **Enrichment Activity** in Primary Education Smart Plus Textbook Social Studies P.4 on pages 102 and 103.

Emphasised Skills:

1. Analytical thinking skill
2. Curiosity to learn
3. Having discipline
4. Spending economically and prudently
5. Speaking and writing skills
6. Sharing ideas/opinions

Learning Materials:

1. Products
2. Primary Education Smart Plus Textbook Social Studies P.4

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 3 Economics

Unit 1 Goods and Services

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further:

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Feeling after learning this unit:

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Knowledge gained from this unit: ..

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Application of knowledge from this unit on your daily life:

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Exercises that you like and want to select as the outstanding work:

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Contents that you like the most in this unit (give your reason):

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Unit 2 Money

Indicators and learning areas (5 hours)

Indicators	Learning Areas
So3.2 Gr4/2 Explain basic functions of money.	<ul style="list-style-type: none">• Meaning of Money• Types of Money• Basic Functions of Money• Currency• Foreign Exchange Rate

Learning Objectives

1. Understand the importance of money.
2. Understand the importance of currency in buying and selling between countries.

Learning Outcomes

1. Know the meaning, types and functions of money.
2. Know the currency used in buying and selling between countries.
3. Be able to compare foreign exchange rates between countries.

Learning Areas

1. Meaning of Money
2. Types of Money
3. Basic Functions of Money
4. Currency
5. Foreign Exchange Rate

Teaching and Learning Activities

1st hour (Meaning of Money, Types of Money)

1. Ask students: What do you use to exchange goods and services? Let them give their opinions.
2. Show students pictures of types of money. Ask students to sort the money by value from the greatest to the least or from the least to the greatest.
3. Let students study **Meaning of Money** and **Types of Money** in Primary Education Smart Plus Textbook Social Studies P.4 on pages 105 and 106. Elaborate and give more examples.
4. Have students do **Practice 1** in Primary Education Smart Plus Textbook Social Studies P.4 on page 106. Conclude **Meaning of Money** and **Types of Money** with a conceptual map.
5. Have students carry out **Activity 1** in Primary Education Smart Plus Textbook Social Studies P.4 on page 107 as homework.

2nd hour (Basic Functions of Money)

1. Review the money from the previous hour with students.
2. Ask students: Do you know what the function of money is in the economic systems?
3. Get a student to read the text on **Basic Functions of Money** in Primary Education Smart Plus Textbook Social Studies P.4 on page 108. Conclude this subtopic.
4. Have students do **Practice 2** in Primary Education Smart Plus Textbook Social Studies P.4 on page 108. Conclude this subtopic.

3rd – 4th hours (Currency, Foreign Exchange Rate)

1. Ask students: Can we use Thai currency in other countries?
2. Show students pictures of currencies. Ask them to identify the currencies.
3. Let students study **Currency** in Primary Education Smart Plus Textbook Social Studies P.4 on page 109. Elaborate more.
4. Have students search for currencies. Ask them to record their findings in their notebook. Then, let them discuss and share their opinions on the currencies.

5. Have students do **Practice 3** in Primary Education Smart Plus Textbook Social Studies P.4 on page 111.
6. Ask students the following questions:
 - a. Can we exchange Thai currency with other currencies?
 - b. What is the exchange rate used to exchange Thai currency with other currencies?
7. Attach a table of foreign exchange rates on the board. Let students study **Foreign Exchange Rate** in Primary Education Smart Plus Textbook Social Studies P.4 on page 110. Elaborate by using the table.
8. Have students do **Activity 2** in Primary Education Smart Plus Textbook Social Studies P.4 on page 112.
9. Conclude **Currency and Foreign Exchange Rate**.

5th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 2 “**Money**”.
2. Guide students to summarise the Learning Areas of Unit 2.
3. Have students do **Enrichment Activity** in Primary Education Smart Plus Textbook Social Studies P.4 on page 113.

Emphasised Skills:

1. Analytical thinking skill
2. Observation
3. Curiosity to learn
4. Speaking and writing skills
5. Sharing ideas/opinions

Learning Materials:

1. Pictures of coins, banknotes and current accounts or savings accounts
2. Pictures of various currencies
3. Table of foreign exchange rates
4. Primary Education Smart Plus Textbook Social Studies P.4

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 3 Economics

Unit 2 Money

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further:

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Feeling after learning this unit:

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Knowledge gained from this unit: ..

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Application of knowledge from this unit on your daily life:

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Exercises that you like and want to select as the outstanding work:

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Contents that you like the most in this unit (give your reason):

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Unit 3 Sufficiency Economy

Indicators and learning areas (8 hours)

Indicators	Learning Areas
So3.1 Gr4/3 Explain the principles of Sufficiency Economy and apply them in their own daily lives.	<ul style="list-style-type: none">• Philosophy of Sufficiency Economy<ul style="list-style-type: none">- Sufficiency- Condition• Application of the Philosophy of Sufficiency Economy in Daily Life
So3.2 Gr4/1 Explain economic relationships of people in the community.	<ul style="list-style-type: none">• Economic Activities• Economic Relationships Within the Community

Learning Objectives

1. Understand the Philosophy of Sufficiency Economy.
2. Understand the importance of different occupations in a community.
3. Understand economic relationships.

Learning Outcomes

1. Practise the Philosophy of Sufficiency Economy in daily life.
2. Know occupations, goods and services in the community.
3. Explain economic relationships within the community.

Learning Areas

1. Philosophy of Sufficiency Economy
2. Application of the Philosophy of Sufficiency Economy in Daily Life
3. Economic Activities
4. Economic Relationships Within the Community

Teaching and Learning Activities

1st – 2nd hours (Philosophy of Sufficiency Economy)

1. Show the documentary “Philosophy of Sufficiency Economy” or any related video. Let students give their opinions.
2. Ask students: Who have heard of Sufficiency Economy? Help them explain the meaning of Sufficiency Economy.
3. Let students study **Philosophy of Sufficiency Economy** in Primary Education Smart Plus Textbook Social Studies P.4 on pages 115 to 117.
4. Explain more about Sufficiency Economy by using the diagram in Primary Education Smart Plus Textbook Social Studies P.4 on page 117. Give more examples.
5. Help students make a conclusion with a conceptual map. Ask them to write it in their notebook.
6. Have students do **Practice 1** in Primary Education Smart Plus Textbook Social Studies P.4 on page 118.
7. Divide students into groups of 6 to 7 people to search about the person or community that practises Sufficiency Economy and the result of practising it. Ask students to record it as news book with pictures for homework.

3rd – 4th hours (Application of the Philosophy of Sufficiency Economy in Daily Life)

1. Guide students to go for an educational tour at the land of New Theory Agriculture or show students pictures of New Theory Agriculture. Then, ask them to share their opinions about the place.
2. Ask students to read their news books prepared as homework from the previous lesson. Let students conclude application of Sufficiency Economy in daily life of a person or community.
3. Get a student to read out aloud **Application of the Philosophy of Sufficiency Economy in Daily Life** in Primary Education Smart Plus Textbook Social Studies P.4 on page 119.
4. Choose 2 to 3 students to narrate application of the Philosophy of Sufficiency Economy in their life or family. Then, let the others discuss on each point.

5. Have students do **Activity 1** in Primary Education Smart Plus Textbook Social Studies P.4 on page 120.
6. Have students carry out **Practice 2** in Primary Education Smart Plus Textbook Social Studies P.4 on page 121 as homework.

5th hour (Economic Activities)

1. Ask students to talk about the occupations in their community. Then, let students classify the types of occupations. Write the answers in the table on the board.
2. Let students share their opinions about occupations that produce goods and provide services in the community.
3. Let students study **Economic Activities** in Primary Education Smart Plus Textbook Social Studies P.4 on pages 122 to 124. Elaborate and make a conclusion.
4. Have students do **Activity 2** in Primary Education Smart Plus Textbook Social Studies P.4 on page 125.
5. Conclude **Economic Activities**. Ask students to draw a conceptual map in their notebook.

6th – 7th hours (Economic Relationships Within the Community)

1. Ask students the following questions:
 - a. Is there trade or exchange in your community? Explain.
 - b. Is there economic cooperation or competition of goods and services in your community? Explain.
 - c. Is there cooperative, association or the group of producers in your community? Explain?
 - d. How can we contribute to economic stability in a community?
2. Get a student to read out aloud **Economic Relationships Within the Community** in Primary Education Smart Plus Textbook Social Studies P.4 on page 126.
3. Explain more and conclude **Economic Relationships Within the Community**. Ask students to give examples.

4. Divide students into groups to discuss how occupations, goods and services cause economic relationships within the community. Explain more and help them make a conclusion.
5. Ask each group to carry out **Activity 3** in Primary Education Smart Plus Textbook Social Studies P.4 on page 127. Then, let them present their work in class. Conclude it.

8th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 3 “**Sufficiency Economy**”.
2. Guide students to summarise the Learning Areas of Unit 3.
3. Have students do **Enrichment Activity** in Primary Education Smart Plus Textbook Social Studies P.4 on page 128.
4. Encourage students to evaluate themselves by filling in **Evaluation Form** in Primary Education Smart Plus Textbook Social Studies P.4 on page 132.
5. To test students’ understanding of this chapter, ask them to work on **TEST** in Primary Education Smart Plus Textbook Social Studies P.4 on pages 133 to 135.

Remark: Special features: **Track My Spending** on pages 129 and 130; **Market Fair** on page 130; and **Young YouTubers** on page 131 can be added or carried out as special activities, subject to the teacher’s consideration, suitability and availability.

Emphasised Skills:

1. Analytical thinking skill
2. Curiosity to learn
3. Observation and exploration
4. Living in Sufficiency Economy
5. Speaking and writing skills
6. Sharing ideas/opinions

Learning Materials:

1. The documentary “Philosophy of Sufficiency Economy” or any related video
2. Pictures of New Theory Agriculture
3. Primary Education Smart Plus Textbook Social Studies P.4

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 3 Economics

Unit 3 Sufficiency Economy

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further:

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Feeling after learning this unit:

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Knowledge gained from this unit: ..

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Application of knowledge from this unit on your daily life:

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Exercises that you like and want to select as the outstanding work:

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Contents that you like the most in this unit (give your reason):

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Chapter 4 History

Strand 4: History

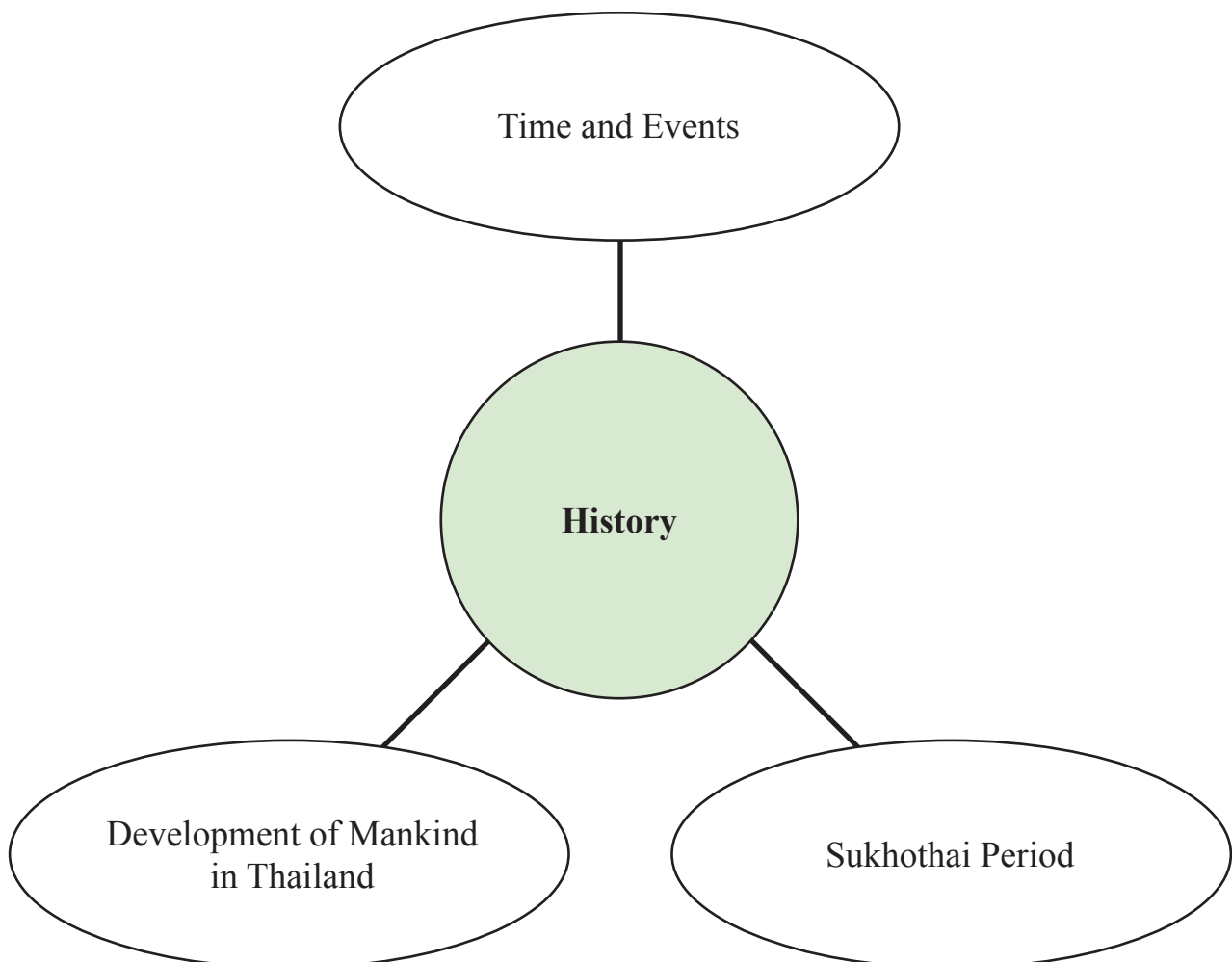
(40 hours)

Standard So4.1: Understanding of the meaning and significance of historical times and periods; and ability to avail of historical methodology for systematic analysis of various events

Standard So4.2: Understanding of development of mankind from the past to the present; realising the importance of relationships and continuous changes of events, and ability to analyse their effects

Standard So4.3: Knowledge of historical development of Thailand as a nation and culture; Thai wisdom; cherishing, pride in and preservation of Thai-ness

Conceptual Map



Unit 1 Time and Events

Indicators and learning areas (10 hours)

Indicators	Learning Areas
So4.1 Gr4/1 Count the time period by decade, century and millennium.	<ul style="list-style-type: none">• Time Period<ul style="list-style-type: none">- Decade- Century- Millennium
So4.1 Gr4/2 Explain the different ages in studying the brief history of mankind.	<ul style="list-style-type: none">• Classification of Historical Periods<ul style="list-style-type: none">- Prehistoric age- Historic age

Learning Objectives

1. Know how to calculate and compare decade, century and millennium.
2. Understand the classification of historical periods.

Learning Outcomes

1. Count the time period by decade, century and millennium.
2. Explain the different ages in studying the brief history of mankind.

Learning Areas

1. Time Period
 - Decade
 - Century
 - Millennium
2. Classification of Historical Periods
 - Prehistoric age
 - Historic age

Teaching and Learning Activities

1st – 5th hours (Time Period)

1. Refer to **Decade** on page 138 in Primary Education Smart Plus Textbook Social Studies P.4. Explain meaning and ways to count and compare decade to students. Then, have students make a table of decade years and decorate it beautifully.

Example:

Decade	Years
1990s	1990 – 1999
2000s	2000 – 2009
2010s	2010 – 2019
...	...

2. Divide students into groups of 4 to 5 people. Have each group do as follows:
 - a. Interview people over the age of 50 about the important events happening in each decade.
 - b. Summarise the important events and arrange them in chronological order.
 - c. Present your findings in the class.
3. Have students read **Decade**, **Century** and **Millennium** in Primary Education Smart Plus Textbook Social Studies P.4 on page 138.
4. Let students discuss the importance of decade, century and millennium to the historical study. Summarise and explain more.
5. Divide students into three groups. Ask each group to find a news article related to one of the following topics:
 - a. Decade
 - b. Century
 - c. Millennium

Then, have a representative from each group present the information in the class. Encourage other students to share their opinions.

6. Guide students to conclude **Decade**, **Century** and **Millennium** in their notebook.
7. Have students do **Activity** in Primary Education Smart Plus Textbook Social Studies P.4 on page 142.

6th – 9th hours (Classification of Historical Periods)

1. Talk with students about the classification of historical periods. Refer to **Classification of Historical Periods** in Primary Education Smart Plus Textbook Social Studies P.4 on pages 139 to 141 for more information.
2. Ask students the following questions:
 - a. What do we use to study the prehistoric age?
 - b. How many periods is the prehistoric age of Thailand divided into?
 - c. How many periods is the Stone Age divided into?
 - d. Which age does the Bronze Age belong in?
 - e. What are the differences between the Bronze Age and the Metal Age?
3. Tell students the answers and praise them for getting the answers right. Then, explain and summarise **Prehistoric age**.
4. Have students find information about a community in the prehistoric age in any region of the world and write the information in their notebook as an assignment.
5. Get some volunteers to present their findings to other students.
6. Have students read **Historic age** in Primary Education Smart Plus Textbook Social Studies P.4 on page 141 as an assignment.
7. Ask questions about the historic age:
 - a. When did the historic age begin?
 - b. What do we use to study the historic age?
 - c. Is the historic age divided into many periods?
 - d. Between the prehistoric age and the historic age, the information obtained from evidence of which one is more reliable? Why?
8. Tell the answers and appreciate them. Then, summarise **Historic age** and show students pictures of evidence of the historic age as well as explaining more.

9. Draw a table on the board as follows:

Prehistoric age	Historic age

Ask students to tell the characteristics of each age and write them in the correct column. Then, guide students to compare the similarities and differences and write them in their notebook.

10. Have students draw a picture of communities in the prehistoric and historic ages based on the table on the board.

10th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 1 “**Time and Events**”.
2. Guide students to summarise the Learning Areas of Unit 1.
3. Have students do **Practice** in Primary Education Smart Plus Textbook Social Studies P.4 on page 141.

Emphasised Skills:

1. Analytical thinking skill
2. Curiosity of learning
3. Self-discipline
4. Speaking and writing skills
5. Sharing ideas/opinions

Learning Materials:

1. Pictures of evidence of the historic age
2. Primary Education Smart Plus Textbook Social Studies P.4

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 4 History

Unit 1 Time and Events

Write the summarised knowledge gained from this unit.

Feeling after learning this unit:

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Contents that you need teacher to explain further:

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Knowledge gained from this unit: ..

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Application of knowledge from this unit on your daily life:

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Exercises that you like and want to select as the outstanding work:

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Contents that you like the most in this unit (give your reason):

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Unit 2 Development of Mankind in Thailand

Indicators and learning areas (10 hours)

Indicators	Learning Areas
So4.1 Gr4/3 Categorise the evidence used in studying historical development of the local area.	<ul style="list-style-type: none">• Types of Sources<ul style="list-style-type: none">- Primary sources- Secondary sources
So4.2 Gr4/1 Explain in brief the settling and development of human beings in the prehistoric and historic ages.	<ul style="list-style-type: none">• Development of Mankind in Thailand<ul style="list-style-type: none">- Prehistoric age- Historic age
So4.2 Gr4/2 Cite examples of historical evidence found in the local area that shows development of mankind.	<ul style="list-style-type: none">• Development of Mankind in Thailand<ul style="list-style-type: none">- Prehistoric age- Historic age

Learning Objectives

1. Understand meaning and types of historical sources.
2. Know how to search for historical information from reliable sources.
3. Know appropriate historical sources used in studying the history of local area.

Learning Outcomes

1. Explain in brief the settling and development of human beings in the prehistoric and historic ages.
2. Cite examples of historical evidence found in the local area that shows development of mankind.
3. Categorise the evidence used in studying historical development of the local area.

Learning Areas

1. Types of Sources
 - Primary sources
 - Secondary sources
2. Development of Mankind in Thailand
 - Prehistoric age
 - Historic age

Teaching and Learning Activities

1st – 5th hours (Types of Sources)

1. Show pictures of scriptures, historical sites, artefacts and historical events. Then, ask students what their advantages are.
2. Explain that those pictures are historical sources that we use to study human development in the past. Summarise them briefly to introduce students to the lesson.
3. Ask students what are other historical sources that they know. Write their answers on the board.
4. Show pictures of historical sources and explain their meaning and types. Ask students if they have any questions and explain more in detail to make sure they understand. Then, have them read **Primary sources** in Primary Education Smart Plus Textbook Social Studies P.4 on page 144.
5. Give an example of historical event and have students find information about the primary sources used to study the event. Then, have them write a summary in their notebook as an assignment.
6. Choose some students to read out their assignment in the class. Explain more.
7. Explain primary sources while showing pictures of primary sources. Ask students if they have any questions.
8. Have students study primary sources from various sources such as books and the internet. Then, have them write the information in their notebook.
9. Have students read **Secondary sources** in Primary Education Smart Plus Textbook Social Studies P.4 on page 144 as an assignment.

10. Ask students if they have any questions about secondary sources.
11. Explain secondary sources while showing pictures of secondary sources. Ask students if they have any questions.
12. Have students study secondary sources from various sources such as books and the internet. Then, let them exchange the information in the class.
13. Have students write a summary in their notebook.
14. Divide students into groups of 4 to 5 people and guide them to do **Activity** in Primary Education Smart Plus Textbook Social Studies P.4 on page 148.
15. Choose a few groups to present their findings in the class. Explain more.
16. Conclude the sources used to study the history of the local area.
17. Divide students into groups of 4 to 6 people and have each group discuss the reliability of evidence from the presentations.
18. Have each group send a representative to present its opinions. Then, conclude the reliability of evidence for students.
19. Let students discuss types of historical evidence as well as their differences.
20. Have students write an essay titled “Evidence Used in Studying the History of the Local Area”. Then, choose the best three essays and attach them on the board.
21. Have students disseminate their knowledge to the community.
22. Guide students to conclude historical evidence used in studying the history of the local area as a conceptual map in their notebook.

6th – 9th hours (Development of Mankind in Thailand)

1. Have students look at the pictures of **Ancient pottery of Ban Chiang found in a tomb, Udon Thani Province** and **Prehistoric paintings in a cave, Phang-nga Province** in Primary Education Smart Plus Textbook Social Studies P.4 on page 145. Ask them the following questions:
 - a. What are in the pictures?
 - b. Have you seen the real things? Where did you see them?Summarise briefly to introduce students to the lesson.

2. Review the lesson from the previous unit by explaining the classification of historical periods briefly. Then, ask students what are the differences between societies in the prehistoric and the historic ages.
3. Guide students to conclude the classification of the prehistoric age as a conceptual map and attach it on the board. Then, have students draw it in their notebook.
4. Have students read **Prehistoric age** in Primary Education Smart Plus Textbook Social Studies P.4 on page 145 as an assignment.
5. Ask students if they have any questions.
6. Explain historical evidence of the prehistoric age.
7. Divide students into groups of 4 to 6 people. Have each group do as follows:
 - a. Search for pictures of evidence of the prehistoric age.
 - b. Draw or attach them on paper.
 - c. Write a brief summary of them.
8. Have each group give a presentation in the class. Explain more.
9. Divide students into groups of five people and have them do as follows:
 - a. Study the classification and evidence of the prehistoric age of ASEAN countries.
 - b. Record your findings.
 - c. Give a presentation to the class.
10. Divide students into three groups and give them an assignment: Search for information on one of the following topics:
 - a. Moh Khieo Cave archaeological site
 - b. Ban Kao archaeological site
 - c. Ban Chiang archaeological siteEach group will record the findings, summarise them and give a presentation such as using PowerPoint or making a bulletin board.
11. Have students look at the picture of Thailand map in Primary Education Smart Plus Textbook Social Studies P.4 on page 145 and talk about the kingdoms shown.

12. Show students a video about the history of Thailand.
13. Let students discuss the similarities and differences of each kingdom.
Explain more.
14. Have students read pages 146 and 147 in Primary Education Smart Plus Textbook Social Studies P.4.
15. Show students a video about the Lavo kingdom.
16. Divide students into seven groups. Each group will make a video to present the history of one of these kingdoms:
 - a. The Haripunchai kingdom
 - b. The Yonok kingdom
 - c. The Dvaravati kingdom
 - d. The Lavo kingdom
 - e. The Khmer empire
 - f. The Tambralinga kingdom
 - g. The Langkasuka kingdom

10th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 2 “**Development of Mankind in Thailand**”.
2. Guide students to summarise the Learning Areas of Unit 2.
3. Have students do **Practice** in Primary Education Smart Plus Textbook Social Studies P.4 on page 148.

Emphasised Skills:

1. Analytical thinking skill
2. Curiosity of learning
3. Self-discipline
4. Speaking and writing skills
5. Sharing ideas/opinions

Learning Materials:

1. Pictures of scriptures, historical sites, artefacts and historical events
2. Pictures of historical sources
3. Pictures of primary sources
4. Pictures of secondary sources
5. Video about the history of Thailand
6. Video about the Lavo kingdom
7. Primary Education Smart Plus Textbook Social Studies P.4

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 4 History

Unit 2 Development of Mankind in Thailand

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further:

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Feeling after learning this unit:

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Knowledge gained from this unit: ..

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Application of knowledge from this unit on your daily life:

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Exercises that you like and want to select as the outstanding work:

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Contents that you like the most in this unit (give your reason):

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Unit 3 Sukhothai Period

Indicators and learning areas (20 hours)

Indicators	Learning Areas
So4.3 Gr4/1 Explain in brief the development of the Sukhothai kingdom.	<ul style="list-style-type: none">• Establishment of the Sukhothai Kingdom• Development of the Sukhothai Kingdom<ul style="list-style-type: none">- Administration- Economy
So4.3 Gr4/2 Tell the lives and achievements of important persons of the Sukhothai period.	<ul style="list-style-type: none">• Important Persons of the Sukhothai Era<ul style="list-style-type: none">- King Si Intratit- King Ramkhamhaeng the Great- King Mahathammaracha I
So4.3 Gr4/3 Explain about important Thai wisdom of the Sukhothai period that they are proud of and should be preserved.	<ul style="list-style-type: none">• Important Persons of the Sukhothai Era<ul style="list-style-type: none">- King Si Intratit- King Ramkhamhaeng the Great- King Mahathammaracha I

Learning Objectives

1. Understand the establishment of the Sukhothai kingdom.
2. Realise the importance of the development of the Sukhothai kingdom.
3. Realise the importance of the Sukhothai kings.

Learning Outcomes

1. Explain in brief the development of the Sukhothai kingdom.
2. Tell the lives and achievements of important persons of the Sukhothai period.
3. Explain the important Thai wisdom of the Sukhothai period that they are proud of and should be preserved.

Learning Areas

1. Establishment of the Sukhothai Kingdom
2. Development of the Sukhothai Kingdom
 - Administration
 - Economy
3. Important Persons of the Sukhothai Era
 - King Si Inthathit
 - King Ramkhamhaeng the Great
 - King Mahathammaracha I

Teaching and Learning Activities

1st – 3rd hours (Establishment of the Sukhothai Kingdom)

1. Ask students the question in Primary Education Smart Plus Textbook Social Studies P.4 on page 149: Do you know how the Sukhothai kingdom was established?
2. Show the map of the Sukhothai kingdom and the map of Sukhothai Province. Then, let students compare these two maps. Ask them the following questions:
 - a. What are the differences between the two maps?
 - b. What is the information obtained from the maps?
3. Write the answers on the board by dividing them into two sections: the answers related to the map of the Sukhothai kingdom and the answers related to the map of Sukhothai Province.
4. Summarise briefly to introduce students to the lesson.
5. Have students read **Establishment of the Sukhothai Kingdom** in Primary Education Smart Plus Textbook Social Studies P.4 on page 150.
6. Show a video of the history of the Sukhothai kingdom.
7. Guide students to conclude the history of the Sukhothai kingdom and do a role play of it. Appreciate their work.

4th – 8th hours (Development of the Sukhothai Kingdom)

1. Have students read **Administration** in Primary Education Smart Plus Textbook Social Studies P.4 on pages 150 to 152. Then, let students think of a question about the administration of the Sukhothai kingdom. Have them write their question in their notebook as an assignment.
2. Choose some students to ask their question in the class. Let other students answer the question and explain more for better understanding.
3. Explain and conclude the administration of the Sukhothai kingdom. Then, have students write the summary of administration in their notebook.
4. Have students do **Activity** in Primary Education Smart Plus Textbook Social Studies P.4 on page 157 as an assignment.
5. Get students to read **Economy** in Primary Education Smart Plus Textbook Social Studies P.4 on pages 152 and 153 as an assignment.
6. Ask students if they have any questions from what they have read and explain more.
7. Explain more about the influence of agriculture on the economy in the Sukhothai period. Have students write the information in their notebook.
8. Give students an assignment: Search for information about trading in the Sukhothai period.
9. Ask students the following questions:
 - a. What were the characteristics of trading in the Sukhothai period? What kingdoms did Sukhothai trade with?
 - b. What were the important imports and exports of the Sukhothai kingdom?
10. Tell the answers and explain more about the economy in the Sukhothai period. Then, have students summarise it in their notebook.
11. Have students study celadon. Then, design their own pattern and draw a picture of it as an assignment.
12. Choose some students to show their work as well as telling their friends what they have studied. Then, have every one vote for the best three pictures and attach them on the board in front of the classroom.
13. Explain the influence of celadon on the economy in the Sukhothai period. Then, have students summarise it in their notebook.

14. Get students to study the end of the Sukhothai era as an assignment.
15. Ask students if they have any questions regarding the end of the Sukhothai era and explain more.

9th – 13th hours (Important Persons of the Sukhothai Era)

1. Show pictures of the statues of King Si Inthathit and King Ramkhamhaeng the Great. Ask students the following questions:
 - a. Which person was the first king of the Sukhothai period?
 - b. What are some examples of their well-known achievements?
2. Tell the answers and summarise briefly to introduce students to the lesson.
3. Ask students if they have any questions and explain more.
4. Explain the achievements of King Si Inthathit. Then, have students search for more information and record it in their notebook as an assignment.
5. Get some volunteers to tell their findings in the class.
6. Explain more and appreciate their hard work. Then, have students hand in their work.
7. Have students read **King Ramkhamhaeng the Great** in Primary Education Smart Plus Textbook Social Studies P.4 on pages 154 to 156. Then, let them search for more information as an assignment.
8. Ask the following questions:
 - a. Who is King Ramkhamhaeng the Great?
 - b. What was his former name?
 - c. Why is there “the Great” in his name?
 - d. What are the characteristics of paternalism?
9. Tell the answers and elaborate the life of King Ramkhamhaeng the Great. Then, give an assignment: Search for information on the achievements of King Ramkhamhaeng the Great and summarise it as a conceptual map in your notebook.
10. Choose some students to present their findings in the class.
11. Have students read **King Mahathammaracha I** in Primary Education Smart Plus Textbook Social Studies P.4 on page 156.

12. Ask the following questions:
 - a. Who is King Mahathammaracha I?
 - b. What is the most prominent moral principle gained from Trai Phum Phra Ruang that can be applied to life?
13. Get some volunteers to tell the achievements of King Mahathammaracha I in the class.
14. Give an assignment: Search for information on wisdom of the Sukhothai kingdom and write it down in your notebook.
15. Have students sit in a circle and discuss wisdom of the Sukhothai kingdom in the aspect of fine arts. After finishing the discussion, summarise it and have them make a conceptual map together.
16. Attach the conceptual map on the board and have students draw it in their notebook.
17. Give an assignment: Search for information on one Sukhothai tradition and write it down in your notebook.
18. Show a picture of King Ramkhamhaeng inscription and ask students what the advantages of inventing Thai alphabets are.
19. Explain more about the invention of Thai alphabets as important wisdom of the Sukhothai kingdom. Get students to summarise it in their notebook.
20. Explain more about celadon as important wisdom of the Sukhothai kingdom. Get students to summarise it in their notebook.
21. Have students study the irrigation of the Sukhothai kingdom as an assignment.
22. Ask the following questions:
 - a. What are some examples of the irrigation as important wisdom of the Sukhothai kingdom?
 - b. What is their importance?
23. Explain more about the irrigation of the Sukhothai kingdom and have students summarise it in their notebook.

14th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 3 “**Sukhothai Period**”.
2. Guide students to summarise the Learning Areas of Unit 3.
3. Have students do **Practice** in Primary Education Smart Plus Textbook Social Studies P.4 on page 157.
4. Encourage students to evaluate themselves by filling in **Evaluation Form** in Primary Education Smart Plus Textbook Social Studies P.4 on page 160.
5. To test students’ understanding of this chapter, ask students to work on **TEST** in Primary Education Smart Plus Textbook Social Studies P.4 on pages 161 and 162.

6 hours (Projects)

1st – 2nd hours (Little Historians)

1. Divide students into groups of 4 to 5 people.
2. Give them the topic for research: “**The Society in the Sukhothai Period**”.
3. Let students collect data about the society in the Sukhothai period from various sources such as the school’s library, the internet and their parents.
4. Each group verifies, analyses, evaluates the reliability and summarises the data.
5. Have students write their process of data management in the table on page 158 in Primary Education Smart Plus Textbook Social Studies P.4.
6. Have students conclude their information and present it in the form of a leaflet in Thai, English or other languages. Students can integrate other subjects such as Thai, foreign languages, art, maths and science.
7. Encourage students to disseminate their information to other classes and people in community by distributing their leaflets.

3rd – 5th hours (Little Gallery)

1. Show students a video about how to hold an exhibition.
2. Suggest students about the sizes and objectives of exhibitions.

There are three types of exhibitions according to their sizes:

- a. **Display (small):** The contents are not so long and require small area to show such as a few display boards, small desks or shelves. Some examples of displays are windows display, new books display and important days display in a library or a classroom. A display usually consists of only one topic or one objective.
- b. **Exhibition (medium):** There are more than one objective and the contents are long and require large area to exhibit. Sometimes, there are many topics displayed in the same area, for example, academic exhibition, art exhibition and home decoration exhibition. An exhibition might include other activities. For example, an exhibition of library week in school includes stage performance, quiz contest and speech by authors.
- c. **Exposition (large):** Expositions are often held at national or international level such as Thailand Product Expo and International Orchid Show.

There are two types of objectives:

- a. **Educational exhibition** is held to give knowledge or introduce innovations.
 - b. **Commercial exhibition** is held to give knowledge as well as suggesting products for sales promotion.
3. Tell students that they are going to do a display (small exhibition) with their own objectives.

Remark: Students may spend three hours for planning and working. Then, they could complete their exhibition in their free time and hold it on vacation.

4. Guide students to work on their exhibition as follows:
 - a. Planning
 - Determine the topic: “**The Society in the Sukhothai Era**”.
 - Set objectives.

b. Preparation

- Have a brainstorm.
- Choose the place for exhibition.
- Choose activities for audiences.
- Design the exhibition.
- Draw the exhibition diagram.
- Make a name board for exhibition.

c. Carrying out

- Assign tasks to group members.
- Provide equipment and tools.
- Decorate the place and work on the contents.

d. Advertisement (so that people know when and where it will be held)

e. Presentation

- Opening ceremony
- Activities

f. Evaluation

- Observe the audiences.
- Ask the audiences to do a survey.

5. Have students take a photo of their exhibition and paste it in **Little Gallery** in Primary Education Smart Plus Textbook Social Studies P.4 on page 159.

6th hour (Little Guide)

1. Have each group send a representative to present the information from **Little Historians** and answer the question in **Little Guide** in Primary Education Smart Plus Textbook Social Studies P.4 on page 159.

Emphasised Skills:

1. Analytical thinking skill
2. Curiosity of learning
3. Self-discipline
4. Speaking and writing skills
5. Sharing ideas/opinions
6. Technological application skill

Learning Materials:

1. Map of the Sukhothai kingdom
2. Map of Thailand showing Sukhothai Province
3. Video of the history of the Sukhothai kingdom
4. Picture of the statue of King Si Inratit
5. Picture of the statue of King Ramkhamhaeng the Great
6. Picture of King Ramkhamhaeng inscription
7. Video about how to hold an exhibition
8. Primary Education Smart Plus Textbook Social Studies P.4

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 4 History

Unit 3 Sukhothai Period

Write the summarised knowledge gained from this unit.

Feeling after learning this unit:

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Contents that you need teacher to explain further:

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Knowledge gained from this unit: ..

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Unit 3:
Sukhothai Period

Application of knowledge from this unit on your daily life:

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Exercises that you like and want to select as the outstanding work:

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Contents that you like the most in this unit (give your reason):

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Chapter 5 Geography

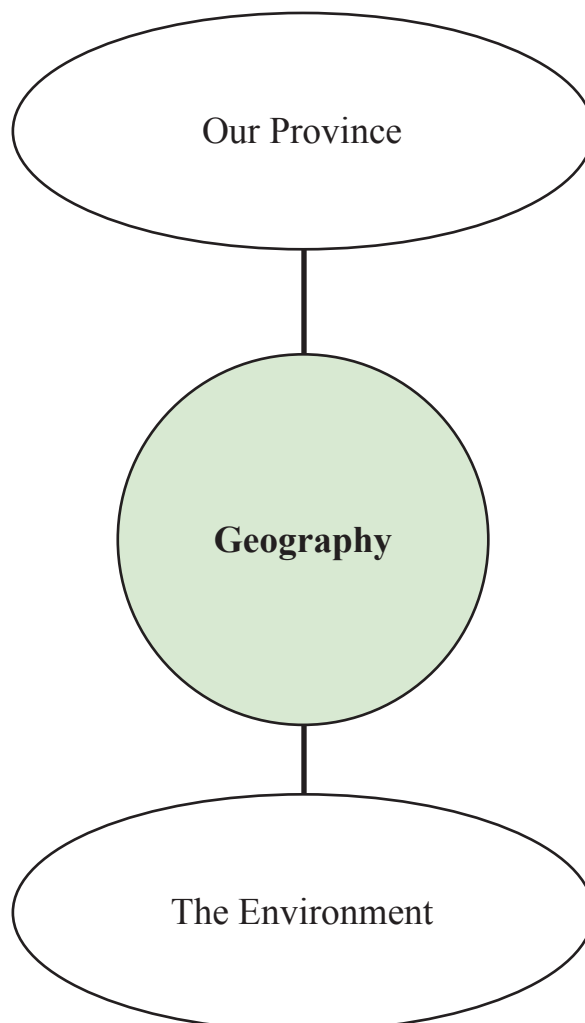
Strand 5: Geography

(15 hours)

Standard So5.1: Understanding of physical characteristics of the Earth and relationships of various things in the natural system which affect one another; utilisation of maps and geographical instruments for searching, analysis, conclusion and efficient utilisation of geo-data and information

Standard So5.2: Understanding of interrelationship between man and physical environment leading to cultural creativity; awareness of and participation in conservation of resources and the environment for sustainable development

Conceptual Map



Unit 1 Our Province

Indicators and learning areas (9 hours)

Indicators	Learning Areas
So5.1 Gr4/1 Use maps and photographs; specify important physical characteristics of their own province.	<ul style="list-style-type: none">• Maps and Photographs<ul style="list-style-type: none">- Maps- Photographs• Physical Characteristics<ul style="list-style-type: none">- Landscape- Climate- Geological characteristics- Soil landscape- Hydrological characteristics- Plant characteristics
So5.1 Gr4/2 Specify sources of resources and various things in their own province by using maps.	<ul style="list-style-type: none">• Natural Resources
So5.1 Gr4/3 Use maps to explain relationships of various things in the province.	<ul style="list-style-type: none">• Using Maps and Photographs for the Study of Geography<ul style="list-style-type: none">- General characteristics- Landscape- Climate- Natural resources- General

Learning Objectives

1. Understand the effect of different physical characteristics of each of the natural resources in each province.
2. Understand the importance of maps and photographs as geographical tools to study physical characteristics of certain area.

Learning Outcomes

1. Be able to use maps and photographs to tell physical characteristics of certain area.
2. Specify physical characteristics of your province.
3. Explain the differences of natural resources in areas that have different physical characteristics.

Learning Areas

1. Maps and Photographs
 - Maps
 - Photographs
2. Physical Characteristics
 - Landscape
 - Climate
 - Geological characteristics
 - Soil landscape
 - Hydrological characteristics
 - Plant characteristics
3. Natural Resources
4. Using Maps and Photographs for the Study of Geography
 - General characteristics
 - Landscape
 - Climate
 - Natural resources
 - General

Teaching and Learning Activities

1st – 2nd hours (Maps and Photographs)

1. Show students a map on the board. Ask them to explain the symbols and characteristics on the map.
2. Review the information from the map. Then, ask students to study **Maps** in Primary Education Smart Plus Textbook Social Studies P.4 on pages 165 to 168.
3. Let students share their opinions about the types and components of a map. Then, write students' opinions on the board. Ask students to conclude with a conceptual map in their notebook.
4. Test students' understanding by asking them to observe a map and its components or asking questions about the map.
5. Have students do Question 1 in **Practice** in Primary Education Smart Plus Textbook Social Studies P.4 on pages 170 and 171.
6. Show students photographs. Ask them to explain physical characteristics in each photograph.
7. Review knowledge of photographs. Then, ask students to study **Photographs** in Primary Education Smart Plus Textbook Social Studies P.4 on page 169. Conclude it with a conceptual map.
8. Have students do Question 2 in **Practice** in Primary Education Smart Plus Textbook Social Studies P.4 on page 171.

3rd – 4th hours (Physical Characteristics)

1. Show students a map of Thailand that divides into provinces. Ask the following questions:
 - a. Where is our province?
 - b. What provinces are near our province?
 - c. What are the physical characteristics of our province?
2. Ask students to study **Physical Characteristics** in Primary Education Smart Plus Textbook Social Studies P.4 on pages 172 and 173.
3. Classify the physical characteristics. Give more examples.

4. Divide students into groups to carry out **Activity 1** in Primary Education Smart Plus Textbook Social Studies P.4 on page 174. Ask them to present their work in class. Let them conclude the physical characteristics of their community.
5. Conclude **Physical Characteristics**. Ask students to search for information on physical characteristics of their province and make a picture album using the information gathered.

5th hour (Natural Resources)

1. Ask students to give the names of natural resources that they know. Review the prior knowledge about natural resources.
2. Get a student to read the text on **Natural Resources** in Primary Education Smart Plus Textbook Social Studies P.4 on page 175. Explain more and give more examples.
3. Divide students into groups to do **Activity 2** in Primary Education Smart Plus Textbook Social Studies P.4 on page 176. Then, ask them to present it in class. Conclude natural resources in their community or province.

6th – 8th hours (Using Maps and Photographs for the Study of Geography)

1. Show students a provincial map. Then, ask them to discuss focusing on the following points:
 - a. Landscape
 - b. Climate
 - c. Natural resources
 - d. The relationship between things in the province
2. Review the knowledge of map and components of a map.
3. Ask students to study **Using Maps and Photographs for the Study of Geography** in Primary Education Smart Plus Textbook Social Studies P.4 on pages 177 to 179. Conclude it by using a map.
4. Divide students into groups to do **Activity 3** in Primary Education Smart Plus Textbook Social Studies P.4 on pages 180 and 181. Let them search for more information to present in class. Explain more and conclude it in each point.

9th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 1 “**Our Province**”.
2. Guide students to summarise the Learning Areas of Unit 1.
3. Have students do **Enrichment Activity** in Primary Education Smart Plus Textbook Social Studies P.4 on pages 182 and 183.

Remark: Special features: **Let’s Take a Tour** on page 184; **Finding Hidden Treasure** on pages 185 and 186; and **Weather Reporters** on page 186 can be added or carried out as special activities, subject to the teacher’s consideration, suitability and availability.

Emphasised Skills:

1. Analytical thinking skill
2. Observation and exploration
3. Curiosity to learn
4. Speaking and writing skills
5. Sharing ideas/opinions

Learning Materials:

1. Map
2. Photographs
3. Map of Thailand that divides into provinces
4. Primary Education Smart Plus Textbook Social Studies P.4

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 5 Geography

Unit 1 Our Province

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further:

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Feeling after learning this unit:

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Knowledge gained from this unit: ..

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Application of knowledge from this unit on your daily life:

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Exercises that you like and want to select as the outstanding work:

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Contents that you like the most in this unit (give your reason):

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Unit 2 The Environment

Indicators and learning areas (6 hours)

Indicators	Learning Areas
So5.2 Gr4/1 Explain the physical environment of the community affecting the lives of people in the province.	<ul style="list-style-type: none">• The Physical Environment and Its Effects on Human Life
So5.2 Gr4/2 Explain environmental changes in the province and results of such changes.	<ul style="list-style-type: none">• Changes to Natural Environment<ul style="list-style-type: none">- Changes that occur naturally- Changes caused by human activities• Impacts of Changes to Natural Environment<ul style="list-style-type: none">- Impacts on man-made environments- Impacts on quality of life- Impacts on economic development
So5.2 Gr4/3 Participate in conservation of the environment in the province.	<ul style="list-style-type: none">• Conservation of Natural Environment<ul style="list-style-type: none">- Soil conservation- Forest conservation- Water conservation- Wildlife conservation- Mineral conservation

Learning Objectives

1. Understand the effects of physical environment in human life.
2. Understand the causes of changes to environment and natural resources.
3. Understand the effects of changes to environment and natural resources to human life and other living things.
4. Understand the importance of the environment.

Learning Outcomes

1. Explain physical environment that affects human life in the community and province.
2. Explain changes of environment and natural resources in the province.
3. Explain impacts of changes to environment and natural resources in the province.
4. Realise the importance of and conserve environment correctly and properly.

Learning Areas

1. The Physical Environment and Its Effects on Human Life
2. Changes to Natural Environment
 - Changes that occur naturally
 - Changes caused by human activities
3. Impacts of Changes to Natural Environment
 - Impacts on man-made environments
 - Impacts on quality of life
 - Impacts on economic development
4. Conservation of Natural Environment
 - Soil conservation
 - Forest conservation
 - Water conservation
 - Wildlife conservation
 - Mineral conservation

Teaching and Learning Activities

1st hour (The Physical Environment and Its Effects on Human Life)

1. Review the knowledge about physical characteristics. Then, have a discussion about the settlement and career of people living in different areas.
2. Show students pictures of settlement, career, culture and traditions, and consumption. Let them discuss the differences in the pictures.

3. Ask students to study **The Physical Environment and Its Effects on Human Life** in Primary Education Smart Plus Textbook Social Studies P.4 on page 188. Then, analyse how the way of life of community members relates to the physical environment.
4. Conclude **The Physical Environment and Its Effects on Human Life**. Ask students to make a conceptual map in their notebook.
5. Divide students into groups to do **Activity 1** in Primary Education Smart Plus Textbook Social Studies P.4 on page 189 as homework.

2nd hour (Changes to Natural Environment)

1. Review the meaning and types of environment.
2. Show students two pictures that have changed from the past. Ask them to find the causes of those changes.
3. Show students pictures of changes of environments. Ask them to discuss if the changes in the pictures occur naturally or by human activities. Let them give more examples of changes of environments. Make a conclusion.
4. Get a student to read the text on **Changes to Natural Environment** in Primary Education Smart Plus Textbook Social Studies P.4 on page 190. Conclude it with a conceptual map.
5. Have students carry out **Activity 2** in Primary Education Smart Plus Textbook Social Studies P.4 on page 191 as homework.

3rd hour (Impacts of Changes to Natural Environment)

1. Ask students to analyse the homework on **Activity 2** by answering the following questions:
 - a. What are the causes of the changes?
 - b. What are the effects of the changes?Write each student's answer on the board as a conceptual map. Elaborate more.
2. Ask students to study **Impacts of Changes to Natural Environment** in Primary Education Smart Plus Textbook Social Studies P.4 on pages 191 and 192. Conclude it.

3. Ask students to share their opinions in **Let's Think!** in Primary Education Smart Plus Textbook Social Studies P.4 on page 193. Make a conclusion.
4. Divide students into groups to carry out **Activity 3** in Primary Education Smart Plus Textbook Social Studies P.4 on page 193.

4th – 5th hours (Conservation of Natural Environment)

1. Show students advertisement or video of conservation of natural environment. Let them share their opinions about conservation of natural environment.
2. Ask students to study **Conservation of Natural Environment** in Primary Education Smart Plus Textbook Social Studies P.4 on pages 194 to 196. Conclude it as a conceptual map.
3. Divide students into groups of 4 to 5 people to carry out **Activity 4** in Primary Education Smart Plus Textbook Social Studies P.4 on page 196. Then, let the representatives of each group present the summary of their discussion in class.
4. Have students do **Practice** in Primary Education Smart Plus Textbook Social Studies P.4 on page 198 as homework.

6th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 2 **“The Environment”**.
2. Guide students to summarise the Learning Areas of Unit 2.
3. Have students do **Enrichment Activity** in Primary Education Smart Plus Textbook Social Studies P.4 on pages 199 to 201.
4. Encourage students to evaluate themselves by filling in **Evaluation Form** in Primary Education Smart Plus Textbook Social Studies P.4 on page 205.
5. To test students' understanding of this chapter, ask students to work on **TEST** in Primary Education Smart Plus Textbook Social Studies P.4 on pages 206 to 208.

Remark: Special features: **Let's Take a Tour** on page 202; **Finding Hidden Treasure** on pages 203 and 204; and **Weather Reporters** on page 204 can be added or carried out as special activities, subject to the teacher's consideration, suitability and availability.

Emphasised Skills:

1. Analytical thinking skill
2. Curiosity to learn
3. Observation and exploration
4. Being generous
5. Speaking and writing skills
6. Sharing ideas/opinions

Learning Materials:

1. Pictures of settlement, career, culture and traditions, and consumption
2. Two pictures that have changed from the past
3. Pictures of changes of environments
4. Advertisement or video of conservation of natural environment
5. Primary Education Smart Plus Textbook Social Studies P.4

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 5 Geography

Unit 2 The Environment

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further:

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Feeling after learning this unit:

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Knowledge gained from this unit: ..

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Application of knowledge from this unit on your daily life:

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Unit 2:
The Environment

Contents that you like the most in this unit (give your reason):

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Exercises that you like and want to select as the outstanding work:

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