

Teacher's Guide



Social Studies

Primary
Education
Smart+
Prathomsuksa

3



Based on the Basic Education Curriculum B.E. 2551

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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 3 (Prathomsuksa 3)
5 Chapters **120 hours**

Learning Areas/Activities	Learning Time (in hours)
Chapter 1 Religion, Morality and Ethics Unit 1 Religious Places Unit 2 Religious Day and Moral Principle Unit 3 The Story of the Buddha's Previous Lives	20 6 7 7
Chapter 2 Our Way of Life Unit 1 Community Life Unit 2 Democratic Principles	22 12 10
Chapter 3 Economic Activities Around Us Unit 1 Goods and Services Unit 2 Tax	16 9 7
Chapter 4 History Unit 1 Calendar Unit 2 Community Settlement Unit 3 Our Kings	40 13 9 18
Chapter 5 Our Environment Unit 1 Our Community Unit 2 Geographical Information Unit 3 Our Environment and Natural Resources	22 7 8 7

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

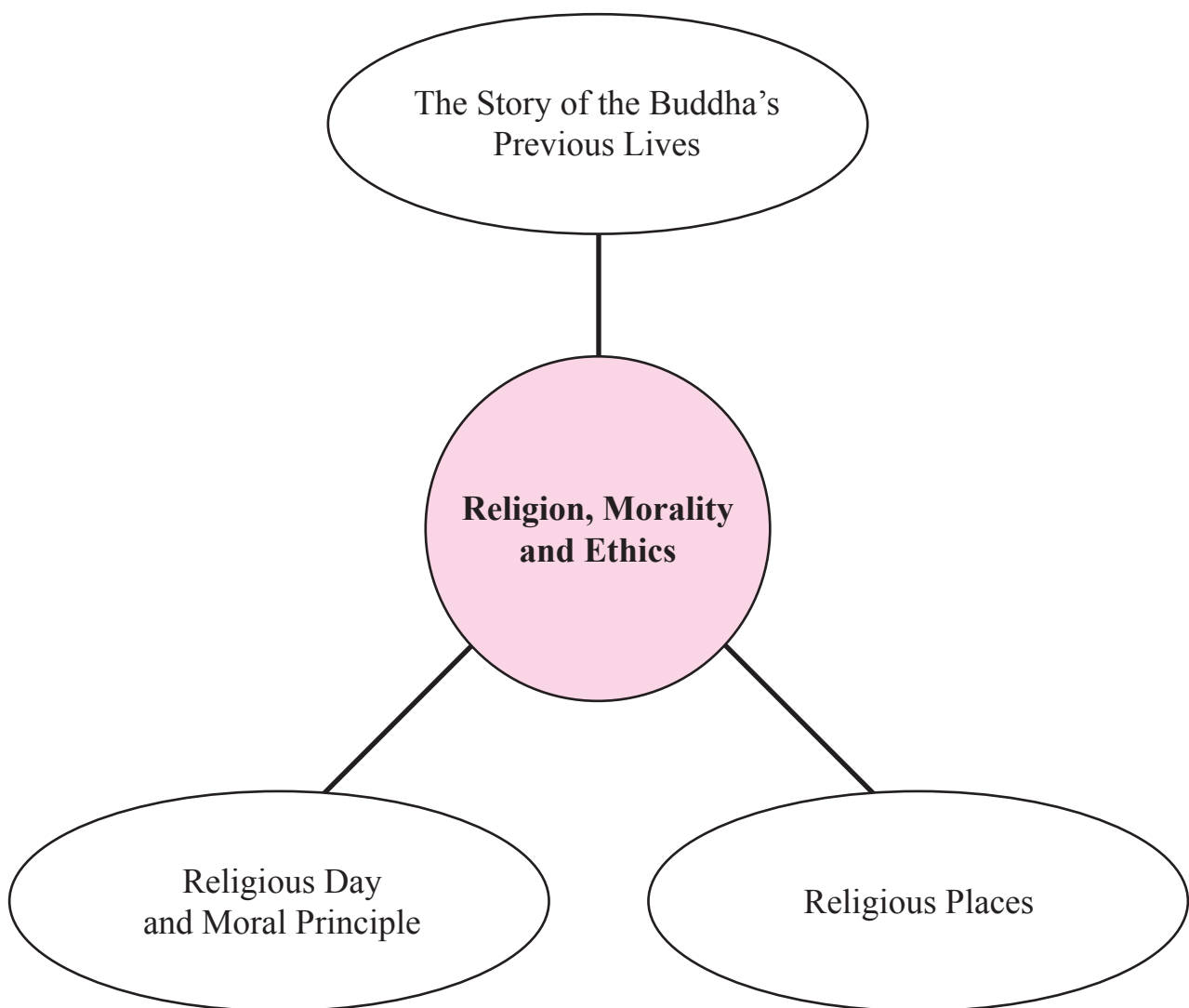
Strand 1: Religion, Morality and Ethics

(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 Places

Indicators and learning areas (6 hours)

Indicators	Learning Areas
So1.1 Gr3/1 Explain the importance of Buddhism or that of students' own religions as a significant foundation of Thai culture.	<ul style="list-style-type: none">• Religious Places<ul style="list-style-type: none">- Activity
So1.1 Gr3/7 Tell the names and importance of, and behave appropriately towards religious objects, places and persons of students' own religions.	<ul style="list-style-type: none">• Religious Places<ul style="list-style-type: none">- Buddhism – temple- Christianity – church- Islam – mosque
So1.2 Gr3/1 Conduct themselves appropriately and correctly towards the disciples, places of worship, and religious objects of their religions as prescribed.	<ul style="list-style-type: none">• Religious Places<ul style="list-style-type: none">- Buddhism – temple- Christianity – church- Islam – mosque

Learning Objectives

1. Know religious places, objects and disciples of students' own religions.
2. Know how to conduct themselves properly towards religious places, objects and disciples.
3. Understand the influence of Buddhism on ways of life of Thai people and the creation of Thai art.

Learning Outcomes

1. Tell the names and importance of, and behave appropriately towards religious objects, places and persons of students' own religions.
2. Conduct themselves appropriately and correctly towards the disciples, places of worship, and religious objects of their religions.
3. Explain the importance of Buddhism or that of students' own religions as a significant foundation of Thai culture.

Learning Areas

1. Religious Places
 - Buddhism – temple
 - Christianity – church
 - Islam – mosque

Teaching and Learning Activities

1st – 5th hours (Religious Places)

1. Show students the pictures of a Buddhist temple, a Christian church and an Islam mosque.
2. Ask students what purpose each place is built for.
3. Have students follow the instruction on page 2 in Primary Education Smart Plus Textbook Social Studies P.3: Give some examples of religious places situated in each region of Thailand, together with their importance.
4. Let students give some examples of the religious places they have been to, for example, Wat Pho, Rosary Church, etc.
5. Ask students what activities they did there.
6. Let students draw the activities they have done at the religious places and colour the pictures beautifully.
7. Let students separate into three groups and ask them to choose one of these topics:
 - a. Buddhist temple
 - b. Christian church
 - c. Islam mosque
8. Give them a few minutes to list out things found in the religious places they have chosen as many as possible.
9. Let each group send representatives to present the information to other students. Meanwhile, the teacher writes the presented lists on the board.
10. Explain more about the presented lists and relate them to the components of a religion as a religious place is one of the components of each religion.
11. Have students write the summary of the characteristics of each religious place in their notebook.

12. Have students read out **Religious Places** in Primary Education Smart Plus Textbook Social Studies P.3 on pages 3 and 4.
13. Let students do **Practice** in Primary Education Smart Plus Textbook Social Studies P.3 on page 6.
14. Give them an assignment: Ask your parents how Buddhism has influenced and is important to Thai culture, and find a picture of the culture influenced by Buddhism. Then attach it in the notebook.
15. Divide students into groups of 4 to 5 people to do **Activity** in Primary Education Smart Plus Textbook Social Studies P.3 on page 5 by using the information from their assignment.
16. Discuss other religions' influences on Thai culture with students.
17. Help students to conclude religions' influences on Thai culture as a conceptual map in their notebook.
18. Have students read out the good manners of religious believers in Primary Education Smart Plus Textbook Social Studies P.3 on page 5.
19. Ask students the question: What else are the ways to conduct themselves properly towards religious places, objects and disciples?
20. Get some volunteers to share their experience where and how they conduct themselves properly towards religious places, objects and disciples of their religions.
21. Bring small dolls or toys for each student and guide them to do **Meditation Activity** in Primary Education Smart Plus Textbook Social Studies P.3 on page 5. Then, ask them to share their feelings after finishing the activity.

6th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 1 "**Religious Places**".
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 a Buddhist temple, a Christian church and an Islam mosque
2. Small dolls or toys for all students
3. Primary Education Smart Plus Textbook Social Studies P.3

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 1 Religion, Morality and Ethics

Unit 1 Religious Places

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 (7 hours)

Indicators	Learning Areas
So1.1 Gr3/4 Tell the meaning and importance of the Tipitaka (the three divisions of the Buddhist Canon) or the scriptures of students' own religions.	<ul style="list-style-type: none">• Moral Principle<ul style="list-style-type: none">- Four objects of sympathy
So1.1 Gr3/5 Pay respect to the Triple Gem and observe the principles of the Three Admonitions of the Buddha in Buddhism, or the moral principles of students' own religions as prescribed.	<ul style="list-style-type: none">• Moral Principle<ul style="list-style-type: none">- Four objects of sympathy
So1.2 Gr3/2 Appreciate the value of and conduct themselves correctly in religious rites and ceremonies and on important religious days as prescribed.	<ul style="list-style-type: none">• Buddhist Day<ul style="list-style-type: none">- Buddhist Lent Day
So1.2 Gr3/3 Profess themselves as Buddhists or believers of their religions.	<ul style="list-style-type: none">• Moral Principle<ul style="list-style-type: none">- Activity

Learning Objectives

1. Know how to behave themselves on religious days.
2. Know the moral principles of their own religions and conduct themselves accordingly.
3. Know the importance of the Tipitaka.
4. Know ways to profess themselves as their religion's believers.

Learning Outcomes

1. Appreciate the value of and conduct themselves correctly in religious rites and ceremonies and on important religious days.
2. Pay respect to the Triple Gem and observe the principles of the Three Admonitions of the Buddha in Buddhism, or the moral principles of students' own religions.
3. Tell the meaning and importance of the Tipitaka (the three divisions of the Buddhist Canon) or the scriptures of students' own religions.
4. Profess themselves as Buddhists or believers of their religions.

Learning Areas

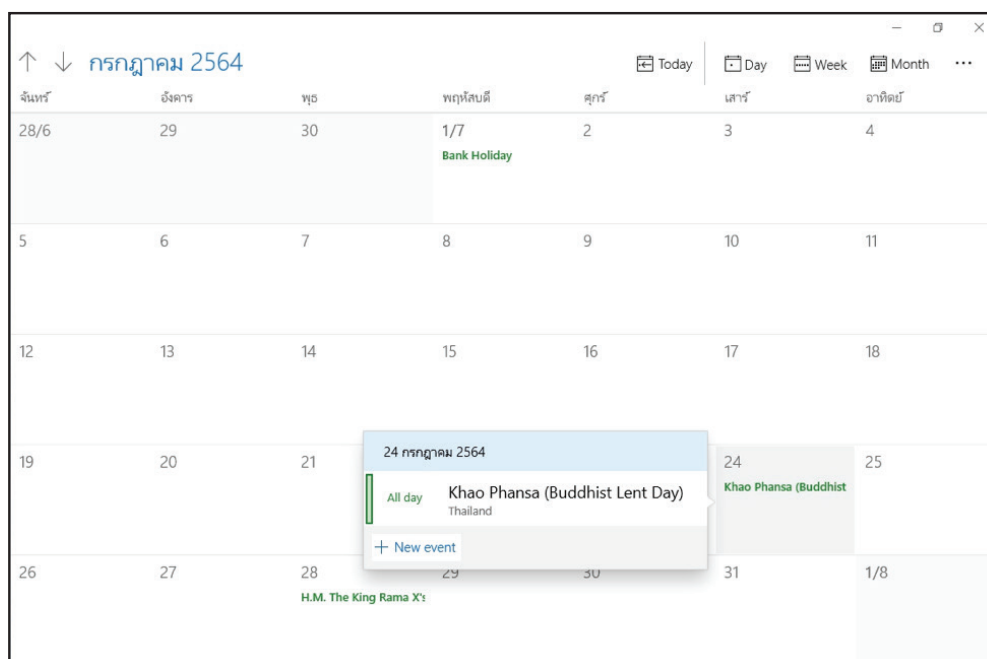
1. Buddhist Day
 - Buddhist Lent Day
2. Moral Principle
 - Four objects of sympathy

Teaching and Learning Activities

1st – 3rd hours (Buddhist Lent Day)

1. Show students a calendar with important religious days.
2. Let them cite the religious days they see.
3. Let students play a game: Everyone takes turns citing a religious day of any religion as quickly as possible. The student who cannot tell one within five seconds is out of the game. The last one remaining is the winner.
4. Show students a video about Buddhist Lent Day.
5. Encourage students to share their opinions about what they have learnt after watching the video.
6. Ask them when Buddhist Lent Day falls each year.
7. Show students a calendar and let them tell what day, date and month the next Buddhist Lent day falls.

Example:



8. Ask students what they will do on the next Buddhist Lent Day.
9. Have students write in their notebook when the next Buddhist Lent Day falls and what activities they will do on the day.
10. Choose a few students to read out **Buddhist Lent Day** on pages 8 and 9 in Primary Education Smart Plus Textbook Social Studies P.3.
11. Ask students these questions to test their understanding:
 - a. When does Buddhist Lent Day fall?
 - b. What is the importance of Buddhist Lent Day?
 - c. Why do monks have to stay at their temples during Buddhist Lent period?
 - d. What activities Buddhists do on the day?
12. Choose a few students to share their experience what they did on the previous Buddhist Lent Day.
13. Have students draw a picture of activities carried out on Buddhist Lent Day and colour it beautifully.
14. Guide students to conclude Buddhist Lent Day in their notebook.

4th – 6th hours (Four objects of sympathy)

1. Ask students the question on page 7 in Primary Education Smart Plus Textbook Social Studies P.3: What will happen if everyone ignores morality?
2. Let students give examples of moral principles they know and explain the importance of those principles.
3. Show students a few videos of fables and ask them what the moral principles obtained from the story are.
4. Tell students that the moral principle they will learn in this chapter is the four objects of sympathy, and ask them if they know what it is.
5. Have students read out **Four objects of sympathy** in Primary Education Smart Plus Textbook Social Studies P.3 on page 10.
6. Show students the pictures and the word cards of the four objects of sympathy. Then, let them match the pictures and the word cards correctly.
7. Divide students into groups of four people. Then, have them do as follows:
 - a. Each student in a group chooses one object of sympathy.
 - b. Each one takes turns telling the others in the group how he/she can apply the object of sympathy to his/her life.

8. Choose some groups to come out and tell the class how to apply the four objects of sympathy to their life.
9. Have students summarise and write in their notebook how to apply the four objects of sympathy to their life.
10. Ask students the following questions:
 - a. What is the Tipitaka?
 - b. What is the importance of the Tipitaka?
 - c. Do you know the scriptures of other religions?
11. Have students read out **Let's Know More!** in Primary Education Smart Plus Textbook Social Studies P.3 on page 11.
12. Have students do **Practice** in Primary Education Smart Plus Textbook Social Studies P.3 on page 11.
13. Refer to **Activity** in Primary Education Smart Plus Textbook Social Studies P.3 on page 12. Divide students into groups of 4 to 5 people and give them an assignment: Find information about how to profess yourselves as believers of any religion, and present the information in the next class.
14. Have them present their information in the class.
15. Guide them to do **Meditation Activity** in Primary Education Smart Plus Textbook Social Studies P.3 on page 12.
16. Encourage students to explain their feelings before, during and after practising meditation.
17. Have students read out **Let's Know More!** in Primary Education Smart Plus Textbook Social Studies P.3 on page 12. Explain more about mindfulness and meditation.
18. Let students share their opinions on how practising mindfulness and meditation is useful to their life.

7th 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.

Emphasised Skills:

1. Analytical thinking skill
2. Speaking skill
3. Generosity
4. Being focused and mindful
5. Being good religious believers
6. Sharing ideas and opinions

Learning Materials:

1. Video about Buddhist Lent Day
2. Calendar showing important religious days
3. Calendar showing the next Buddhist Lent Day
4. Videos of fables
5. Four pictures showing generosity, kindly speech, useful conduct, and even and equal treatment
6. Word cards of the four objects of sympathy: “Generosity”, “Kindly speech”, “Useful conduct” and “Even and equal treatment”
7. Primary Education Smart Plus Textbook Social Studies P.3

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 Gr3/2 Summarise the life of the Buddha from the practice of self-mortification to the Great Decease of the Buddha or the lives of the Masters of students' own religions as prescribed.	<ul style="list-style-type: none">• Bodhisatta the Merchant and the King of Naga<ul style="list-style-type: none">- Role Play
So1.1 Gr3/3 Delight in and tell 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.	<ul style="list-style-type: none">• Bodhisatta the Merchant and the King of Naga
So1.1 Gr3/6 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">• Bodhisatta the Merchant and the King of Naga<ul style="list-style-type: none">- Meditation Activity

Learning Objectives

1. Know a story of the Buddha's previous lives.
2. Apply the moral obtained from the story in daily life.
3. Understand the importance of practising mindfulness and meditation.
4. Know the Buddha's brief history.

Learning Outcomes

1. Delight in and tell 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.
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. Summarise the life of the Buddha from the practice of self-mortification to the Great Decease of the Buddha or the lives of the Masters of students' own religions as prescribed.

Learning Area

1. Bodhisatta the Merchant and the King of Naga

Teaching and Learning Activities

1st – 6th hours (Bodhisatta the Merchant and the King of Naga)

1. Ask students if they know what Jataka tales are.
2. Explain the meaning and the importance of Jataka tales.
3. Have students look at page 13 in Primary Education Smart Plus Textbook Social Studies P.3. Ask them the question on the page: Do you know what the story in the picture is about?
4. Let students read **Bodhisatta the Merchant and the King of Naga** on pages 14 to 16 in Primary Education Smart Plus Textbook Social Studies P.3.
5. Encourage students to share their opinions after reading the story.
6. Ask students the following questions:
 - a. In your opinion, what moral principle does the merchant leader have?
 - b. What moral principle do the merchants who cut the tree lack?
 - c. If you were the merchant leader, what would you do?
7. Have students do **Practice** on page 16 in Primary Education Smart Plus Textbook Social Studies P.3.
8. Ask students what moral principles they like and want to follow. Encourage students to share their opinions.
9. Get some volunteers to cite some examples of good and admirable people and the reasons.
10. Divide students into groups of 4 to 5 people and have them do as follows:
 - a. Each group sits in a circle.
 - b. Look at the person sitting on the left and tell what moral principle he/she has.
 - c. Give an example of his/her action that shows the moral principle he/she has.
11. Choose some groups to come out and give a presentation of the moral principles the members have as well as their actions that show the moral principles.

12. Guide students to do **Activity** on page 17 in Primary Education Smart Plus Textbook Social Studies P.3.
13. Show a video about practising meditation.
14. Ask students to repeat the practice of meditation on the video.
15. After finishing, let students explain their feelings.
16. Tell them the advantages of practising mindfulness and meditation.
17. Tell students that there are many ways to practise mindfulness and meditation. Then, guide students to do **Meditation Activity** on page 17 in Primary Education Smart Plus Textbook Social Studies P.3.
18. Ask students what are the similarities between the ways of practising mindfulness and meditation in the video and in the book, for example, taking deep breaths, closing eyes, being aware of surroundings, etc.
19. Have students write down the similarities they find as the basic principles of practising mindfulness and meditation in their notebook.
20. Refer to **Voluntary Spirit** on page 18 in Primary Education Smart Plus Textbook Social Studies P.3. Divide students into groups of 4 to 5 people and have them do as follows:
 - a. Choose a Buddha's quote that is different from other groups.
 - b. Bring the equipment to make a poster in the next class.
21. Let students vote where the posters will be placed and let them make posters of the Buddha's quotes. Then, place them in the school.
22. Show students the word cards of the Buddha's life and ask students to arrange them correctly. Explain more about each period.

The
self-mortification

The Great Decease

The first sermon

The Enlightenment

Conquering
the demons

23. Refer to **Role Play** on page 19 in Primary Education Smart Plus Textbook Social Studies P.3. Divide students into five groups and let each group choose one word card. Then, have them prepare the script for role-playing the Buddha's life according to the word card they choose.
24. Let students role-play the Buddha's life and answer the questions in **Role Play** on page 19 in Primary Education Smart Plus Textbook Social Studies P.3.
25. Help students summarise the Buddha's life in their notebook.

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** on page 20 in Primary Education Smart Plus Textbook Social Studies P.3.
4. To test students' understanding of this chapter, ask students to work on **TEST** in Primary Education Smart Plus Textbook Social Studies P.3 on pages 21 and 22.

Emphasised Skills:

1. Reading skill
2. Speaking skill
3. Practising meditation
4. Analytical thinking skill
5. Sharing ideas and opinions

Learning Materials:

1. Video about practising meditation
2. Five word cards of the Buddha's life: “The self-mortification”, “Conquering the demons”, “The Enlightenment”, “The first sermon” and “The Great Decease”
3. Primary Education Smart Plus Textbook Social Studies P.3

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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Unit 3: The Story of the Buddha's Previous Lives

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 Our Way of Life

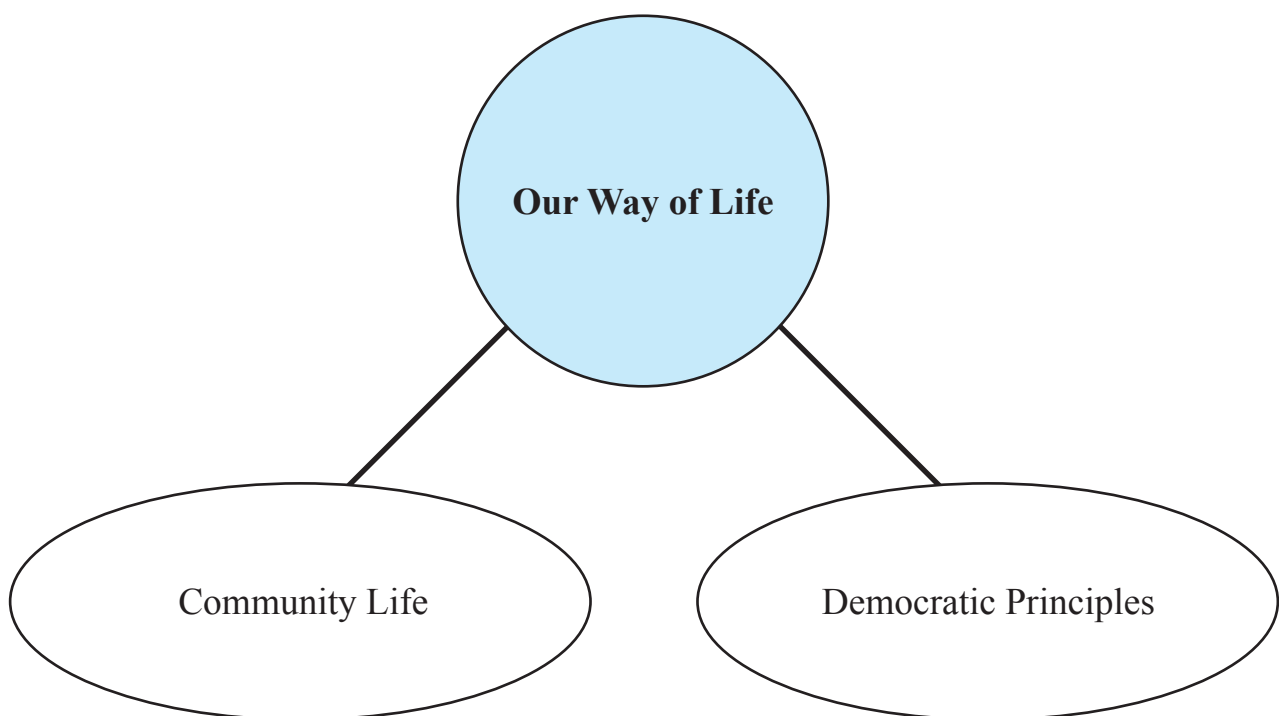
Strand 2: Civics, Culture and Living in Society

(22 hours)

Standard So2.1: Understanding and self-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 Community Life

Indicators and learning areas (12 hours)

Indicators	Learning Areas
So2.1 Gr3/1 Summarise the benefits of and observe family and local traditions and culture.	<ul style="list-style-type: none">• Tradition and Culture<ul style="list-style-type: none">- Meaning of tradition and culture- Family traditions and culture- Local traditions and culture
So2.1 Gr3/2 Tell their own behaviour in life and that of others in the tide of diversified cultures.	<ul style="list-style-type: none">• Tradition and Culture<ul style="list-style-type: none">- Why different communities have different cultures
So2.1 Gr3/3 Explain the significance of important official holidays.	<ul style="list-style-type: none">• Important Official Holidays<ul style="list-style-type: none">- Official holidays related to the royal family and the nation- Official religious holidays- Traditional holidays
So2.1 Gr3/4 Cite examples of people whose achievements are beneficial to their communities and local areas.	<ul style="list-style-type: none">• Exemplary Member of Community

Learning Objectives

1. Understand what tradition and culture mean.
2. Understand the significance of important official holidays.
3. Know exemplary members of community.

Learning Outcomes

1. Explain the meaning of tradition and culture.
2. Explain and practise the good family traditions and culture.
3. Explain and practise the good local traditions and culture.
4. Explain the causes of different local traditions and culture in different areas.
5. Explain the significance of important official holidays.
6. Give examples of people who have been contributing to the local community.

Learning Areas

1. Tradition and Culture
 - Meaning of tradition and culture
 - Family traditions and culture
 - Local traditions and culture
 - Why different communities have different cultures
2. Important Official Holidays
 - Official holidays related to the royal family and the nation
 - Official religious holidays
 - Traditional holidays
3. Exemplary Member of Community

Teaching and Learning Activities

1st hour (Meaning of tradition and culture)

1. Show students pictures or videos about Thai traditions and culture. Ask them to share their opinions of what they have seen or watched.
2. Attach these two word cards on the board. Encourage students to try to find the meanings and discuss the differences between both words.

Tradition

Culture

3. Have students study **Meaning of tradition and culture** on page 25 in Primary Education Smart Plus Textbook Social Studies P.3. Give students more examples of traditions and culture.
4. Ask students to carry out **Activity 1** on page 26 in Primary Education Smart Plus Textbook Social Studies P.3.
5. Guide students to conclude **Meaning of tradition and culture** and write it down as a conceptual map in their notebook.

2nd – 3rd hours (Family traditions and culture)

1. Help students to recall the meaning of tradition and culture from the previous subtopic.

2. Ask students the following questions:
 - a. Do you think each family has its own culture and traditions? Explain by giving examples.
 - b. Are the traditions and culture important to a family? How?
3. Have students study **Family traditions and culture** on pages 27 and 28 in Primary Education Smart Plus Textbook Social Studies P.3. Explain more.
4. Ask students to give more examples of proper family traditions and culture that they know.
5. Divide students into groups. Each group makes a scrapbook of their family traditions and culture. Ask them to include a few phrases or sentences to describe each picture or photo pasted.
6. Have students work on **Activity 2** on page 28 in Primary Education Smart Plus Textbook Social Studies P.3.
7. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

4th – 5th hours (Local traditions and culture)

1. Show students pictures or videos of different local traditions and cultures. Encourage them to share their opinions and compare the traditions and cultures.
2. Get a student to read a text on **Local traditions and culture** on pages 29 to 33 in Primary Education Smart Plus Textbook Social Studies P.3. Explain more.
3. Divide students into groups. Each group searches for information on local traditions and culture, and compiles the information in a table as shown below:

Local traditions and culture	
Traditions and culture due to environmental factors	Traditions and culture due to religion

Then, each group presents its findings to the class.

4. Guide students to conclude this subtopic and record it as a conceptual map in their notebook.
5. Have students work on **Practice 1** in Primary Education Smart Plus Textbook Social Studies P.3 on page 34.
6. Ask students to write a short essay about their own local traditions and culture. Then, choose 2 to 3 students to read their essay to the class. Encourage others to share their opinions.
7. Conclude this subtopic.

6th hour (Why different communities have different cultures)

1. Guide students to review the **Local traditions and culture** from the previous subtopic.
2. Ask students for the reasons for different local traditions and cultures in different areas in Thailand. Encourage everyone to share his/her opinions.
3. Refer to pages 35 and 36 in Primary Education Smart Plus Textbook Social Studies P.3 for more information.
4. Ask students to list the reasons for the differences in traditions and cultures on the board.
5. Have students carry out **Activity 3** in Primary Education Smart Plus Textbook Social Studies P.3 on page 36. Then, guide students to conclude this subtopic and prepare a conceptual map in their notebook.

7th – 9th hours (Important Official Holidays)

1. Ask students these questions:
 - a. Do you come to school every day? When do you need not come to school, besides Saturdays, Sundays and school holidays?
 - b. Name a few official holidays.
 - c. What do you do on official holidays?
2. Show students some pictures or videos featuring some official holidays such as Chakri Memorial Day, Makha Bucha Day and Songkran Festival. Guide students to explain what they have watched and classify the official holidays. Jot the answers on the board.

3. Ask a few students to read out aloud the text of **Important Official Holidays** in Primary Education Smart Plus Textbook Social Studies P.3 on pages 37 to 43. Compare it with the answers on the board.
4. Guide students to conclude **Important Official Holidays**.
5. Divide students into three groups. Each group searches for information on the official holidays related to the royal family and the nation, religions and tradition respectively. Then, each group presents its findings to the class.
6. Choose 2 to 3 students to tell their experiences during official holidays. Then, everyone discusses the proper behaviour during the official holidays. Encourage everyone to conclude how to behave properly during official holidays.
7. Ask students to carry out **Practice 2** and **Activity 4** in Primary Education Smart Plus Textbook Social Studies P.3 on page 44 and conclude this subtopic.

10th – 11th hours (Exemplary Member of Community)

1. Show a role model that has done many great contributions to the community, such as a person who practises and preserves good moral, helps his/her community or preserves the environment in his/her local area. Then, attach his/her picture on the board and encourage students to share their opinions.
2. Have students study on pages 45 and 46 in Primary Education Smart Plus Textbook Social Studies P.3 for an exemplary member of community.
3. Guide students to conclude **Exemplary Member of Community**. Then, encourage students to share their opinions on how they can follow the good examples set by the exemplary member in order to contribute to the community.
4. Divide students into groups to do **Activity 5** in Primary Education Smart Plus Textbook Social Studies P.3 on page 47. Ask them to present their findings to the class.

12th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 1 “**Community Life**”.
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.3 on pages 48 and 49.

Remark: Special features: **Rule of Thumb** on page 50; **Volunteer for All** on page 51; and **Young Reporters** on page 51 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. Behaving according to good tradition and culture of Thailand
5. Being generous
6. Speaking and writing skills
7. Sharing ideas and opinions

Learning Materials:

1. Pictures or videos featuring Thai traditions and culture
2. Word cards of “Tradition” and “Culture”
3. Pictures or videos featuring local traditions and cultures
4. Pictures or videos of the activities during official holidays
5. Information of important people who have made great contributions to local community
6. Primary Education Smart Plus Textbook Social Studies P.3

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 2 Our Way of Life

Unit 1 Community Life

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 Democratic Principles

Indicators and learning areas (10 hours)

Indicators	Learning Areas
So2.2 Gr3/1 Specify the roles and duties of community members in participating in various activities through democratic processes.	<ul style="list-style-type: none">• The Democratic Method<ul style="list-style-type: none">- Democracy- Guidelines to live according to democratic principles- Roles and duties of community members
So2.2 Gr3/2 Analyse differences of decision-making processes in class, school and community by means of direct voting and by electing representatives to vote.	<ul style="list-style-type: none">• Democracy in the School<ul style="list-style-type: none">- Voting at class and school levels• Democracy in the Community<ul style="list-style-type: none">- Electing community leaders
So2.2 Gr3/3 Cite examples of changes in classroom, school and community resulting from decisions of individuals and groups of persons.	<ul style="list-style-type: none">• Democracy in the School<ul style="list-style-type: none">- Changes in the class and in the school• Democracy in the Community<ul style="list-style-type: none">- Changes in the community

Learning Objectives

1. Understand democracy.
2. Practise democracy in living.

Learning Outcomes

1. Know the meaning of democracy.
2. Know our role, duty, rights and freedom in order to behave correctly and properly by the democratic principles.
3. Know how democracy is practised in schools and in communities.
4. Know the changes due to the decisions of individual and community.

Learning Areas

1. The Democratic Method
 - Democracy
 - Guidelines to live according to democratic principles
 - Roles and duties of community members
2. Democracy in the School
 - Voting at class and school levels
 - Changes in the class and in the school
3. Democracy in the Community
 - Electing community leaders
 - Changes in the community

Teaching and Learning Activities

1st – 3rd hours (The Democratic Method)

1. Ask students these questions about democracy:
 - a. What does democracy mean?
 - b. What do students have their rights and freedom?
 - c. Have you ever participated in school activities or local community activities?
How?
 - d. How do you solve the conflicts within your group?
2. Encourage students to discuss and share their opinions.
3. Let students study **The Democratic Method** on pages 53 to 55 in Primary Education Smart Plus Textbook Social Studies P.3 and explain more.
4. Guide students to conclude their understanding as a conceptual map in their notebook.
5. Divide students into two groups. Get each group to discuss and suggest ways to solve water pollution. The leader of each group needs to list the problems occurring during the discussion and the solutions to those problems. Then, they need to present them to the class. Discuss based on the following questions:
 - a. Does every member of the group have a chance to share his/her opinions?
 - b. Do the group members listen to each other's opinions?
 - c. When there are different opinions, what will you do?
 - d. Do the group members accept the decision of the majority?

6. Encourage students to share their opinions on how important to have democracy in our community and our roles and duties to preserve democracy.
7. Have students analyse the benefits of playing a role in preserving democracy. What are the disadvantages of not performing our roles and duties properly according to democracy? What should you choose to do? Why?
8. Guide students to conclude knowledge gained from **The Democratic Method** and encourage students to ask more if they wonder.
9. Have students do **Practice** in Primary Education Smart Plus Textbook Social Studies P.3 on page 56.

4th – 6th hours (Democracy in the School)

1. Ask students the following questions:
 - a. Which activities in school have you ever participated?
 - b. What are duties of the school members while participating in those activities?
 - c. Who is the student president of the school? What are his/her duties?
 - d. How did the student president get elected?
 - e. Who is the class monitor of your classroom? What are his/her duties?
 - f. How did the class monitor get elected?

Encourage students to discuss.
2. Get a student to read out aloud the text of **Democracy in the School** in Primary Education Smart Plus Textbook Social Studies P.3 on pages 57 and 58.
3. Ask students to tell the differences between direct voting system and indirect voting system by giving examples.
4. Divide students into five groups. Ask them to role-play the election in the school and the class by using direct voting system and indirect voting system. Discuss the play based on the following issues:
 - a. Does the role play portray the democratic processes? How?
 - b. Compare the advantages and disadvantages of the two methods.
 - c. What do you consider when choosing the representatives?

Encourage students to share their opinions about choosing representatives and the democratic processes in the school.

5. Guide students to analyse how democratic method in the class and school make changes. What are the quality characteristics they will consider when choosing a representative?
6. Guide students to conclude the knowledge from **Democracy in the School**.
7. Have students carry out **Activity 1** in Primary Education Smart Plus Textbook Social Studies P.3 on page 59.

7th – 9th hours (**Democracy in the Community**)

1. Write the following words on the board. Have students discuss about the role, duty and the method of election of these positions:
 - a. The village leader
 - b. The sub-district leader
 - c. The sub-district administrative organization
 - d. The provincial administrative organization
2. Show students pictures or documentaries about the democratic processes in our community such as showing opinions and choosing a community leader. Then, explain them.
3. Get a volunteer to give examples of any community activities that he/she and his/her family have participated in and describe the feelings for them.
4. Ask students for the differences between the direct voting system and indirect voting system in community based on the pictures and documentaries that they have seen or watched including examples to support their explanation.
5. Refer to the text of **Democracy in the Community** in Primary Education Smart Plus Textbook Social Studies P.3 on pages 60 to 63.
6. Divide students into four groups. Each group will search information about the leaders or representatives of the community elected by community members. Then, each group will present its findings to the class and conclude them in the notebook.
7. Have students do **Activity 2** in Primary Education Smart Plus Textbook Social Studies P.3 on page 64 as their homework.
8. Guide students to analyse the quality characteristics of a representative of a community who they will want to choose. What are the changes expected in community from electing the representative?

9. Guide students to conclude the knowledge from **Democracy in the Community** and make a conceptual map in their notebook.

10th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 2 “**Democratic Principles**”.
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.3 on pages 65 and 66.
4. Encourage students to evaluate themselves by filling in **Evaluation Form** on page 68 in Primary Education Smart Plus Textbook Social Studies P.3.
5. To test students’ understanding of this chapter, ask students to work on **TEST** in Primary Education Smart Plus Textbook Social Studies P.3 on pages 69 to 71.

Remark: Special features: **Rule of Thumb**, **Volunteer for All** and **Young Reporters** on page 67 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. Respecting rights and freedom of ours and the others
5. Speaking and writing skills
6. Sharing ideas and opinions
7. Self-confidence

Learning Materials:

1. Pictures or documentaries of democratic activities in community
2. Primary Education Smart Plus Textbook Social Studies P.3

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 2 Our Way of Life

Unit 2 Democratic Principles

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 Economic Activities Around Us

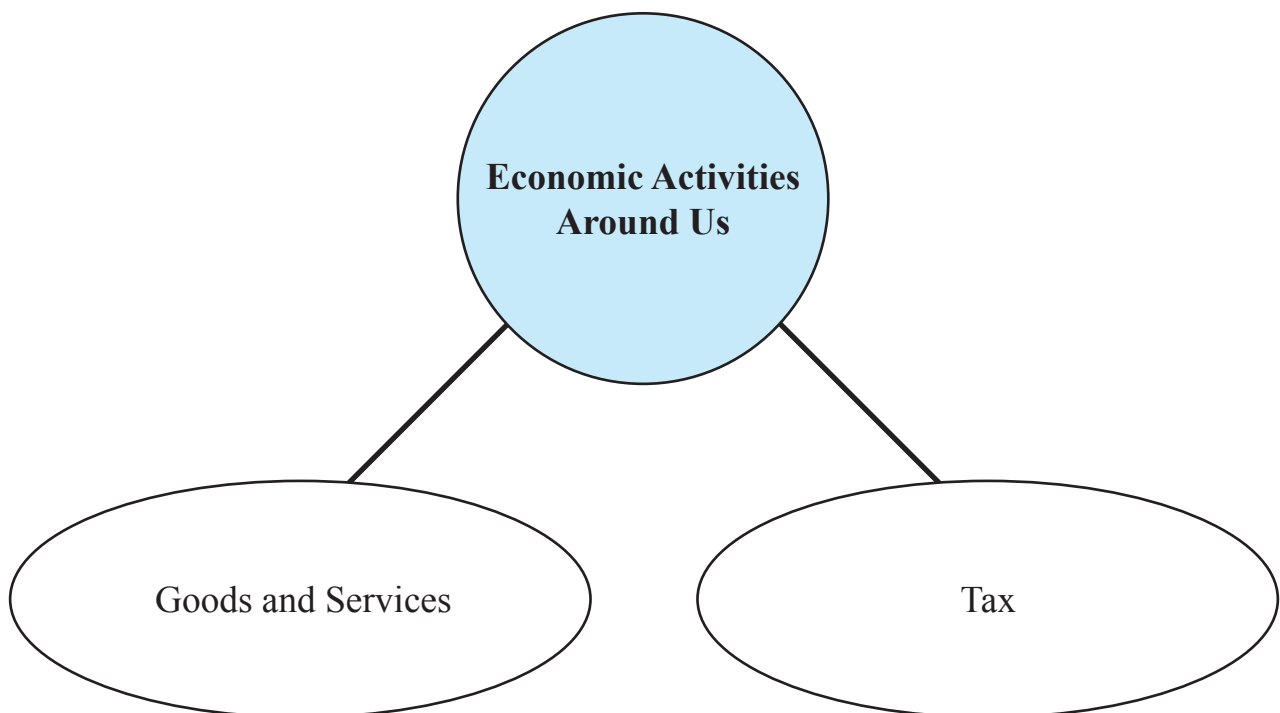
Strand 3: Economics

(16 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 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 (9 hours)

Indicators	Learning Areas
So3.1 Gr3/1 Distinguish between desire and necessity in utilising goods and services.	<ul style="list-style-type: none"> • Types of Goods and Services <ul style="list-style-type: none"> - Goods and services that are necessary to humans - Goods and services that are desired by humans • Choosing Goods and Services
So3.1 Gr3/2 Analyse their own spending.	<ul style="list-style-type: none"> • Expenditure <ul style="list-style-type: none"> - Recording daily incomes and expenses - Planning future expenditure - Reducing unnecessary expenditure
So3.1 Gr3/3 Can explain that the limited resources available affect production of goods and services.	<ul style="list-style-type: none"> • Production and Consumption <ul style="list-style-type: none"> - Producer and consumer - Factors of production - Basic economic problems - Factors influencing production of goods and services - Factors determining consumers' demands
So3.2 Gr3/3 Explain the reasons for trade competition resulting in reduction of prices of goods.	<ul style="list-style-type: none"> • Production and Consumption <ul style="list-style-type: none"> - Producer and consumer - Factors of production - Basic economic problems - Factors influencing production of goods and services - Factors determining consumers' demands

Learning Objectives

1. Understand goods and services.
2. Understand factors of production.

Learning Outcomes

1. Classify the needs and desires of goods and services for living.
2. Know the principles in choosing goods and services.
3. Know the factors of production.
4. Analyse one's own expenditure and know how to plan the expenditure to match the income.

Learning Areas

1. Types of Goods and Services
 - Goods and services that are necessary to humans
 - Goods and services that are desired by humans
2. Choosing Goods and Services
3. Production and Consumption
 - Producer and consumer
 - Factors of production
 - Basic economic problems
 - Factors influencing production of goods and services
 - Factors determining consumers' demands
4. Expenditure
 - Recording daily incomes and expenses
 - Planning future expenditure
 - Reducing unnecessary expenditure

Teaching and Learning Activities

1st hour (Types of Goods and Services)

1. Help students to recall the lessons of goods and services that they studied in P.1 and P.2.

2. Ask students for examples of goods and services. Write them on the board. Discuss which goods and services are necessary to humans and which are desired by humans by giving reasons.
3. Get a student to read aloud the text on **Types of Goods and Services** in Primary Education Smart Plus Textbook Social Studies P.3 on pages 74 and 75. Then, explain more and give examples.
4. Show pictures of various types of goods to students. Then, ask students to classify them into those that are necessary to humans and those that are desired by humans in order to test students' understanding.
5. Ask students to carry out **Activity 1** in Primary Education Smart Plus Textbook Social Studies P.3 on pages 76 and 77.
6. Guide students to conclude the knowledge from **Types of Goods and Services** and make a conceptual map in their notebook.

2nd hour (Choosing Goods and Services)

1. Ask students about choosing goods and services based on the following questions:
 - a. In last week, what are the goods and services that you bought?
 - b. Are they useful?
 - c. How do you make choices when choosing goods and services?Encourage students to discuss the answers and conclude the methods for choosing goods and services in order to get them in good quality, proper price and maximum benefits.
2. Refer to the text on **Choosing Goods and Services** in Primary Education Smart Plus Textbook Social Studies P.3 on pages 78 and 79 and explain more.
3. Get each student to give examples of 3 to 5 brands for particular goods or services. Ask them which they will buy and the reasons for it.
4. Have students do **Practice 1** in Primary Education Smart Plus Textbook Social Studies P.3 on page 80.
5. Guide students to conclude **Choosing Goods and Services** by making a table to classify things they should do and should not do when choosing goods and services.

3rd – 6th hours (Production and Consumption)

1. Show students pictures in Primary Education Smart Plus Textbook Social Studies P.3 on page 81 and discuss the differences between producers and consumers. Then, conclude them as a conceptual map on the board.
2. Get a student to read out aloud the text on **Producer and consumer** in Primary Education Smart Plus Textbook Social Studies P.3 on page 81. Explain more.
3. Ask students to choose one type of goods and answer the following questions:
 - a. What are factors used to produce goods and services?
 - b. How is that product produced? And for whom is it produced?
4. Ask students to study the text on **Factors of production** and **Basic economic problems** in Primary Education Smart Plus Textbook Social Studies P.3 on pages 82 to 84. Explain more about factors of production and basic economic problems.
5. Divide students into groups to carry out **Activity 2** in Primary Education Smart Plus Textbook Social Studies P.3 on page 88. Then, each group will present its work to the class. Guide students to conclude the factors of production and basic economic problems.
6. Ask the following questions:
 - a. What are the factors that have influence on the production of goods and services?
 - b. If a producer produces goods more than the demands from consumers, what is the effect?
 - c. If a producer produces goods less than the demands from consumers, what is the effect?
 - d. What are factors that determine your demand in choosing goods and services?
 - e. What are factors that determine the demands of consumers?
7. Get a student to read out aloud the text on **Factors influencing production of goods and services** and **Factors determining consumers' demands** in Primary Education Smart Plus Textbook Social Studies P.3 on pages 84 to 87. Explain more by giving examples.

8. Discuss about the **Let's Know More!** column in Primary Education Smart Plus Textbook Social Studies P.3 on page 86.
9. Have students do **Practice 2** in Primary Education Smart Plus Textbook Social Studies P.3 on pages 89 and 90.
10. Guide students to conclude **Production and Consumption** and prepare a conceptual map in their notebook.

7th – 8th hours (Expenditure)

1. Ask students of the amount of pocket money they receive daily and weekly and the goods or services they buy with the money.
2. Ask them the following questions in order to have students share their opinions about their income and expenditure:
 - a. Where do your incomes come from?
 - b. What are the goods and services that you buy?
 - c. Does your expenditure match your income? How?
 - d. If you have more expenditure than your income, what is the effect?
 - e. If you have less expenditure than your income, what is the effect?
 - f. Should we plan our expenditure? What are its benefits?
3. Get a student to read out aloud the text of **Expenditure** in Primary Education Smart Plus Textbook Social Studies P.3 on pages 91 and 92 and explain.
4. Guide students to conclude **Expenditure** and prepare a conceptual map in their notebook.
5. Choose one student and record his/her incomes and expenses on the board. Analyse them with others. Then, conclude them again.
6. Discuss about the benefits of recording incomes and expenses daily.

9th 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.3 on pages 93 to 95.

Emphasised Skills:

1. Analytical thinking skill
2. Curiosity of learning
3. Having discipline and practising principles emphasised in the Philosophy of Sufficiency Economy
4. Having economical spending and knowing to keep money
5. Speaking and writing skills
6. Sharing ideas and opinions

Learning Materials:

1. Pictures of various types of goods
2. Primary Education Smart Plus Textbook Social Studies P.3

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 3 Economic Activities Around Us

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 Tax

Indicators and learning areas (7 hours)

Indicators	Learning Areas
So3.2 Gr3/1 Tell the goods and services procured by the state and provided to the people.	<ul style="list-style-type: none">• Goods and Services Provided by the Government<ul style="list-style-type: none">- Goods and services provided directly- Goods and services provided through state-owned enterprises
So3.2 Gr3/2 Tell the importance of taxes and the people's roles in paying taxes.	<ul style="list-style-type: none">• Taxes and National Development<ul style="list-style-type: none">- Direct tax- Indirect tax• Responsibilities of People in the Payment of Taxes<ul style="list-style-type: none">- Payment of taxes- Tax collection agencies

Learning Objectives

1. Understand the meaning of tax.
2. Understand responsibilities in payment of taxes.
3. Understand the goods and services provided by the government.

Learning Outcomes

1. Know the meaning of tax.
2. Classify types of tax according to the way they are collected.
3. Know how to pay tax.
4. Classify agencies that levy taxes in Thailand.
5. Classify types of goods and services provided by the government.

Learning Areas

1. Taxes and National Development
 - Direct tax
 - Indirect tax
2. Responsibilities of People in the Payment of Taxes
 - Payment of taxes
 - Tax collection agencies
3. Goods and Services Provided by the Government
 - Goods and services provided directly
 - Goods and services provided through state-owned enterprises

Teaching and Learning Activities

1st – 2nd hours (Taxes and National Development)

1. Ask students about the money our government needs to build all the public facilities in our country. Where does the money come from? How can you help the government? Encourage students to share their opinions.
2. Paste the word card of “Tax” on the board. Have students discuss their understanding of this word. Then, guide them to conclude its meaning and the benefits of tax. Explain more.
3. Show students documents related to tax such as lists of income tax, receipts of value added tax or revenue stamps. Then, discuss the types of tax as per their understanding.
4. Ask students about the types of tax based on the following questions:
 - a. How many types of tax do we have? What are they?
 - b. How many types of tax can you classify? What are the features/characteristics that you used to classify the types of tax?
 - c. If the taxes are classified according to the way they are collected, how many types of tax do we have? What are they?
5. Get a volunteer to read out aloud the text of **Taxes and National Development** in Primary Education Smart Plus Textbook Social Studies P.3 on pages 97 and 98. Then, explain more and give more examples.

6. Discuss these questions:
 - a. What are tax collection methods?
 - b. Who are responsible for paying tax?
7. Have students carry out **Activity 1** in Primary Education Smart Plus Textbook Social Studies P.3 on page 98.
8. Guide students to conclude **Taxes and National Development** and prepare a conceptual map in their notebook.

3rd – 4th hours (Responsibilities of People in the Payment of Taxes)

1. Ask students the following questions:
 - a. Who have to pay tax?
 - b. What are duties of a taxpayer?
2. Get a student to read aloud the text of **Payment of taxes** in Primary Education Smart Plus Textbook Social Studies P.3 on page 99. Then, conclude the duties of a taxpayer and prepare a conceptual map in their notebook.
3. Have students carry out **Activity 2** in Primary Education Smart Plus Textbook Social Studies P.3 on page 100.
4. Ask students about the agencies that levy taxes and encourage students to share their opinions.
5. Get a volunteer to read out aloud the text on **Tax collection agencies** in Primary Education Smart Plus Textbook Social Studies P.3 on page 99. Discuss.
6. Divide students into three groups. Ask each group to search information on an agency that collects taxes. Ensure each of the group focus on different agencies. Then, they will present it in class and conclude the information as a conceptual map in their notebook.
7. Have students carry out **Practice** in Primary Education Smart Plus Textbook Social Studies P.3 on page 101.
8. Guide students to conclude **Responsibilities of People in the Payment of Taxes**.

5th – 6th hours (Goods and Services Provided by the Government)

1. Ask students about the goods and services provided by the government based on the following questions:
 - a. Where do the public utilities such as electricity, water and road come from?
Who are the suppliers?
 - b. What are differences between a government hospital and a private hospital?
 - c. Have you ever used places such as public parks, public libraries, museums and provincial stadium?Encourage students to share their opinions about services or goods provided by the government, also the costs involved and if they are adequate or not.
2. Get a student to read out aloud the text of **Goods and Services Provided by the Government** in Primary Education Smart Plus Textbook Social Studies P.3 on pages 102 and 103. Then, explain more and give more examples.
3. Show students pictures of public utilities. Ask students to classify them.
4. Have students carry out **Activity 3** in Primary Education Smart Plus Textbook Social Studies P.3 on page 103. Then, choose 4 to 5 students to present their work in class.
5. Guide students to conclude **Goods and Services Provided by the Government** and prepare a conceptual map in their notebook.

7th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 2 “**Tax**”.
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.3 on pages 104 to 106.
4. Encourage students to evaluate themselves by filling in **Evaluation Form** on page 110 in Primary Education Smart Plus Textbook Social Studies P.3.
5. To test students’ understanding of this chapter, ask students to work on **TEST** in Primary Education Smart Plus Textbook Social Studies P.3 on pages 111 to 113.

Remark: Special features: **Track My Spending** on page 107; **Market Fair** on page 108; and **Young YouTubers** on pages 108 and 109 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. Being generous
3. Curiosity of learning
4. Speaking and writing skills
5. Sharing ideas and opinions

Learning Materials:

1. Word card of "Tax"
2. Documents related to tax
3. Picture cards of goods and services provided by the government
4. Primary Education Smart Plus Textbook Social Studies P.3

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 3 Economic Activities Around Us

Unit 2 Tax

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

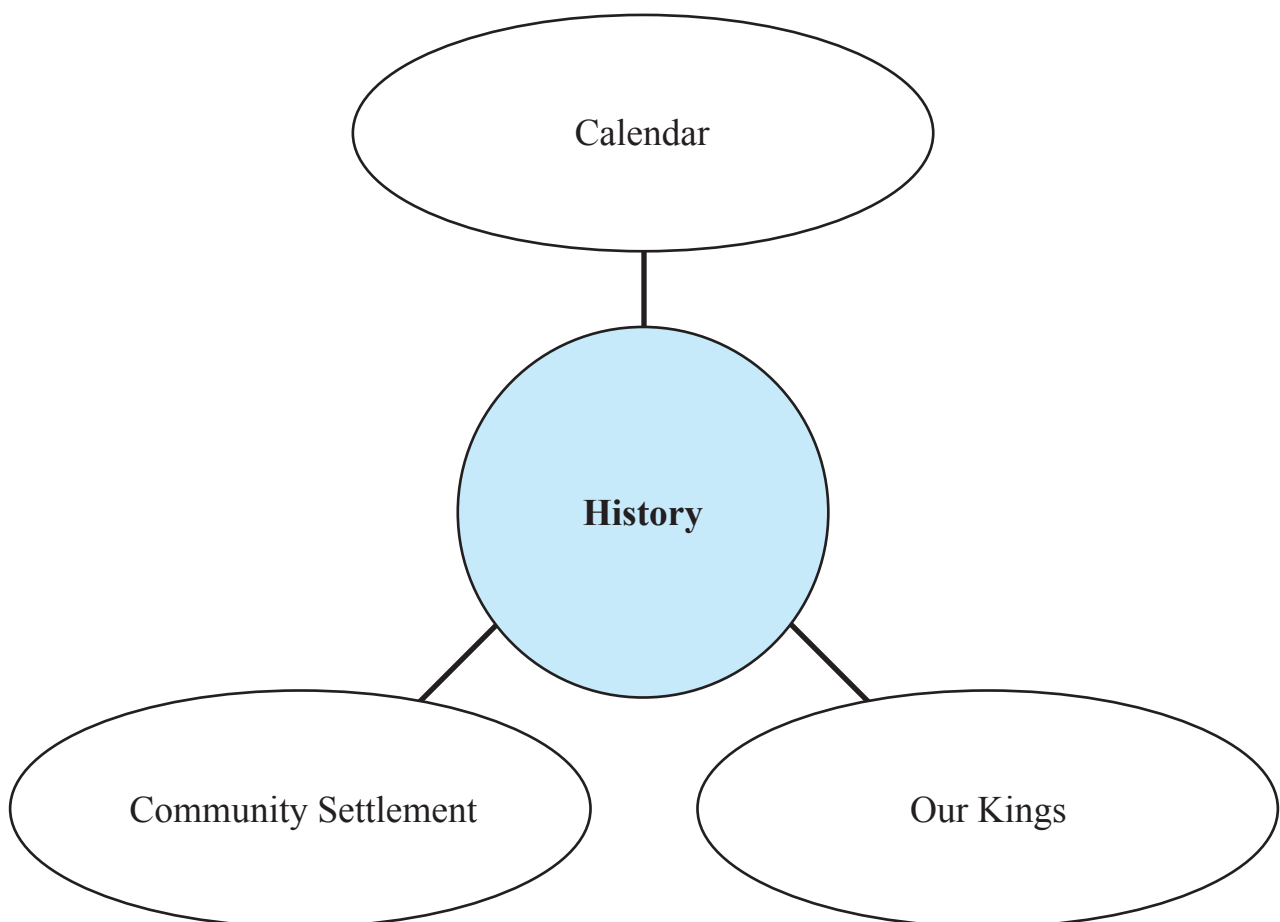
(40 hours)

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 Calendar

Indicators and learning areas (13 hours)

Indicators	Learning Areas
So4.1 Gr3/1 Compare important eras, based on the calendar used in daily life.	<ul style="list-style-type: none">• Types of Year Numbering Systems<ul style="list-style-type: none">- Buddhist Era (B.E.)- Anno Domini (A.D.)• How to Convert Them<ul style="list-style-type: none">- Convert B.E. to A.D.- Convert A.D. to B.E.
So4.1 Gr3/2 Make sequences of important events in school and community by specifying relevant evidence and data sources.	<ul style="list-style-type: none">• Sequence of Events

Learning Objectives

1. Know various types of year numbering systems.
2. Know how to convert B.E. to A.D. and vice versa.
3. Understand the importance of comparing different eras.
4. Know how to write a timeline.
5. Know the history of students' own school and community.

Learning Outcomes

1. Compare important eras, based on the calendar used in daily life.
2. Make sequences of important events in school and community by specifying relevant evidence and data sources.

Learning Areas

1. Types of Year Numbering Systems
 - Buddhist Era (B.E.)
 - Anno Domini (A.D.)
2. How to Convert Them
 - Convert B.E. to A.D.
 - Convert A.D. to B.E.
3. Sequence of Events

Teaching and Learning Activities

1st – 4th hours (Types of Year Numbering Systems)

1. Show students a calendar and ask them the following questions:
 - a. What do you see on the calendar?
 - b. What is a calendar used for?
 - c. What will happen if we do not have a calendar?
2. Have students draw a calendar of the month and colour it beautifully. Then, write down their schedules for the following week in the calendar.
3. Get some volunteers to present their schedules to the class.
4. Ask students the question on page 115 in Primary Education Smart Plus Textbook Social Studies P.3: How many kinds of year numbering systems do you know? What are they?
5. Have students read **Types of Year Numbering Systems** on page 116 in Primary Education Smart Plus Textbook Social Studies P.3.
6. Ask students if they know other types of year numbering systems besides B.E. and A.D.
7. Let students read **Let's Know More!** on page 116 in Primary Education Smart Plus Textbook Social Studies P.3. Explain more.
8. Have students discuss why there are various types of year numbering systems. Then, write the summary of the discussion in their notebook.

9. Show students a video about the calendar eras used in Thailand.
10. Divide students into six groups and let each group choose one of these topics:
 - a. Buddhist Era
 - b. Anno Domini
 - c. Anno Hegirae
 - d. Mahasakaraj Era
 - e. Cullasakaraj Era
 - f. Rattanakosin EraHave students collect information about the history and importance of the topic they choose. Then, present it in class.
11. Explain more about each type of calendar eras used in Thailand.
12. Guide students to summarise various types of year numbering systems in their notebook.

5th – 7th hours (How to Convert Them)

1. Ask students the question in **Let's Think!** on page 117 in Primary Education Smart Plus Textbook Social Studies P.3: Why do we need to convert B.E. to A.D. and vice versa?
2. Have students study **How to Convert Them** on page 117 in Primary Education Smart Plus Textbook Social Studies P.3. Explain more to make sure students understand how to convert them.
3. Give some examples of A.D. and B.E. years. Then, ask students to convert them correctly.
4. Have students pair up and ask their partner what B.E. year he/she was born. Then, calculate the A.D. year and write the B.E. and A.D. years their partner was born in the notebook.

5. Divide students into three groups and let them follow the steps below:
 - a. Each group sits in a long line.
 - b. Teacher whispers a B.E. year to the students who sit at the front of each line. Make sure to say different years for each line.
 - c. The first student in a line whispers the year he/she hears from the teacher to the second student. Then, the second student whispers the year to the third student and so on.
 - d. The last students in each line calculate the A.D. year from the year they hear. Then, shout the A.D. year to the class. The first group that gets the right answer wins.
6. Guide students to do **Practice** on page 119 in Primary Education Smart Plus Textbook Social Studies P.3.
7. Have students discuss the following questions:
 - a. What are the advantages of converting different types of year numbering systems?
 - b. What will happen if there is no way to convert different types of year numbering systems?
8. Refer to the calendar eras used in Thailand which were presented in the 1st – 4th hours. Ask students how to convert each type to B.E. and have them compare which one is the oldest and the newest.
9. Summarise how to convert B.E. to A.D. and vice versa.

8th – 12th hours (Sequence of Events)

1. Draw a table on the board as follows:

Morning	Noon	Afternoon	Evening

2. Divide students into four groups. Each group represents one period in the column.
3. Have students in each group take turns writing one activity they usually do according to the period of their group in the blank. Remember that the activities within a group must be different. The first group that all of its members finishing writing wins.
4. Tell students the meaning of “sequence”.
5. Have students read out **Sequence of Events** on page 117 in Primary Education Smart Plus Textbook Social Studies P.3.
6. Let students study how to draw a timeline on page 118 in Primary Education Smart Plus Textbook Social Studies P.3. Explain more.
7. Have students draw a timeline of their own activities in a day in their notebook, beginning from waking up in the morning until going to bed. Then, decorate it beautifully.
8. Divide students into groups of 4 to 5 people and give them an assignment: Find a timeline of any events. For example: a timeline of events in your favourite movies, the world history, the first wave of COVID-19 outbreak in Thailand, etc.
9. Let each group show the timeline and explain it in detail to the class.
10. Take students to the library and let them work in pairs to search for information on one of the following topics:
 - a. The Ayutthaya Kingdom
 - b. The Thon Buri Kingdom
 - c. The Rattanakosin KingdomThen, have students summarise the information and draw a timeline based on it.
11. Choose a few pairs of students to show their timelines and explain them to the class.
12. Have students draw a timeline from **Practice** on page 119 in Primary Education Smart Plus Textbook Social Studies P.3.

13. Let students discuss the advantages of using a timeline and summarise them in their notebook.
14. Refer to **Activity** on page 119 in Primary Education Smart Plus Textbook Social Studies P.3. Have students work in groups of 4 to 5 people and do as follows:
 - a. Choose one of these topics:
 - School
 - Community
 - b. Gather information about the chosen topic from various sources.
 - c. Draw a timeline to show the sequence of events.
15. Let each group present its information and timeline in the class.

13th hour (Conclusion)

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

Emphasised Skills:

1. Analytical thinking skill
2. Calculating skill
3. Information gathering skill
4. Speaking skill
5. Teamwork
6. Sharing ideas and opinions

Learning Materials:

1. Calendar
2. Video about the calendar eras used in Thailand
3. Primary Education Smart Plus Textbook Social Studies P.3

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 4 History

Unit 1 Calendar

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 Community Settlement

Indicators and learning areas (9 hours)

Indicators	Learning Areas
So4.2 Gr3/1 Specify the factors influencing the settling and development of the community.	<ul style="list-style-type: none">• Factors of Community Settlement and Development<ul style="list-style-type: none">- Geographical factors- Social factors
So4.2 Gr3/2 Summarise important characteristics of the customs, traditions and culture of the community.	<ul style="list-style-type: none">• Factors of Community Settlement and Development<ul style="list-style-type: none">- Activity
So4.2 Gr3/3 Compare cultural similarities and differences of their own community and other communities.	<ul style="list-style-type: none">• Factors of Community Settlement and Development<ul style="list-style-type: none">- Activity

Learning Objectives

1. Know the factors affecting community settlement.
2. Know the factors affecting community development.
3. Know the cultural characteristics of students' own community.
4. Know the similarities and differences of students' own community and other communities.

Learning Outcomes

1. Specify the factors influencing the settling and development of the community.
2. Summarise important characteristics of the customs, traditions and culture of the community.
3. Compare cultural similarities and differences of their own community and other communities.

Learning Areas

1. Factors of Community Settlement and Development

- Geographical factors
- Social factors

Teaching and Learning Activities

1st – 4th hours (Geographical factors)

1. Ask students the question on page 120 in Primary Education Smart Plus Textbook Social Studies P.3: If you are going to build a new community, where would you choose to settle down? Why?
2. Show students the following table and let them choose one physical characteristic in each column to build their own community. Then, have students draw a picture of their community and colour it beautifully.

Landform	Weather	Water source	Vegetation
Plain	Hot	Ocean	Big trees
Mountain	Warm	River	Herbs
Plateau	Cool	Lake	Flowers
Coast	Cold	Groundwater	Grass

3. Have students study **Geographical factors** on pages 121 and 122 in Primary Education Smart Plus Textbook Social Studies P.3.
4. Divide students into groups of 4 to 5 people and have them do as follows:
 - a. State the physical characteristics of the school. For example, landform, weather, water sources and plants. Then, list them down in a sheet of paper.
 - b. Share your opinions to your group members. For example, do you like the physical characteristics of the school? What part do you want to change? Why?
 - c. Present the physical characteristics of the school and your opinions on them to other groups.

5. Divide students into groups of 4 to 5 people and have them do as follows:
 - a. Each group chooses one of the four regions of Thailand: northern, northeastern, central and southern regions.
 - b. Collect information about the physical characteristics of the region you choose, as well as how they have influence on community settlement and development.
 - c. Present your information in the class.
6. Let students read **Let's Know More!** on page 122 in Primary Education Smart Plus Textbook Social Studies P.3 and discuss the following issues:
 - a. What is the importance of water?
 - b. What are ways to conserve water sources?
 - c. Does your behaviour help conserve water sources?
7. Guide students to conclude **Geographical factors** in their notebook.

5th – 8th hours (Social factors)

1. Ask students the question in **Let's Think!** on page 123 in Primary Education Smart Plus Textbook Social Studies P.3: Is your community civilised? What makes you think so?
2. Explain the definition of “civilised”.
3. Show students a video about Finland’s education system and ask them the following questions:
 - a. From the video, is Finland civilised?
 - b. What parts indicate that it is civilised?
4. Help students to conclude the characteristics of a civilised community.
5. Ask students to give some examples of other civilised countries as well as their reasons.
6. Have students read **Social factors** in Primary Education Smart Plus Textbook Social Studies P.3 on pages 123 and 124.

7. Ask students the following questions and have them write their answers in their notebook:
 - a. What public facilities do you find in your community?
 - b. What occupations do you see in your community?
 - c. Is your community safe? How is the crime rate?
 - d. What are the characteristics of the culture of your community?
8. Ask students: If you were going to build a new community, how would you want each social factor to be based on the following topics?
 - a. Civilisation
 - b. Occupation
 - c. Safety
 - d. Culture

Encourage students to share their opinions on how those factors would affect the development of their community.
9. Choose some students to share their opinions in the class.
10. Have students read **Let's Know More!** in Primary Education Smart Plus Textbook Social Studies P.3 on page 124.
11. Let them discuss and give examples of communities settling near and far from water sources, as well as their culture.
12. Have students do **Practice** on page 125 in Primary Education Smart Plus Textbook Social Studies P.3.
13. Separate students into groups of 4 to 5 people and guide them to do **Activity** on page 124 in Primary Education Smart Plus Textbook Social Studies P.3.
14. Guide students to conclude **Social factors** in their notebook.

9th hour (Conclusion)

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

Emphasised Skills:

1. Analytical thinking skill
2. Information gathering skill
3. Observation skill
4. Speaking skill
5. Sharing ideas and opinions

Learning Materials:

1. Table of physical characteristics

Landform	Weather	Water source	Vegetation
Plain	Hot	Ocean	Big trees
Mountain	Warm	River	Herbs
Plateau	Cool	Lake	Flowers
Coast	Cold	Groundwater	Grass

2. Video about Finland's education system
3. Primary Education Smart Plus Textbook Social Studies P.3

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 4 History

Unit 2 Community Settlement

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 Our Kings

Indicators and learning areas (18 hours)

Indicators	Learning Areas
So4.3 Gr3/1 Specify the names and brief achievements of the Thai kings who founded the Kingdom of Thailand.	<ul style="list-style-type: none">• King Buddha Yodfa Chulaloke the Great<ul style="list-style-type: none">- Royal duties• His Majesty King Bhumibol Adulyadej The Great<ul style="list-style-type: none">- Royal duties• His Majesty King Maha Vajiralongkorn Phra Vajiraklaochaoyuhua<ul style="list-style-type: none">- Royal duties
So4.3 Gr3/2 Explain in brief the life and achievements of the current king.	<ul style="list-style-type: none">• His Majesty King Maha Vajiralongkorn Phra Vajiraklaochaoyuhua<ul style="list-style-type: none">- Royal duties
So4.3 Gr3/3 Relate heroic deeds of the Thai ancestors who participated in defending the nation.	<ul style="list-style-type: none">• Activity

Learning Objectives

1. Know the name and brief achievements of the current king.
2. Know the names and brief achievements of the Thai kings.
3. Know the history of Thai ancestors who participated in defending the nation.
4. Understand the historical methodology.
5. Apply the historical methodology in managing data.

Learning Outcomes

1. Specify the names and brief achievements of the Thai kings who founded the Kingdom of Thailand.
2. Explain in brief the life and achievements of the current king.
3. Relate heroic deeds of the Thai ancestors who participated in defending the nation.

Learning Areas

1. King Buddha Yodfa Chulaloke the Great
 - Royal duties
2. His Majesty King Bhumibol Adulyadej The Great
 - Royal duties
3. His Majesty King Maha Vajiralongkorn Phra Vajiraklaochaoyuhua
 - Royal duties

Teaching and Learning Activities

1st – 4th hours (King Buddha Yodfa Chulaloke the Great)

1. Ask students the following questions:
 - a. What does “king” mean?
 - b. What are the duties of a king?
2. Ask students to give examples of the Thai kings they know as well as their achievements or royal duties.
3. Show students a picture of the kings of the Chakri dynasty and ask them how many kings they know.
4. Have students read the topic of **King Buddha Yodfa Chulaloke the Great** on pages 127 and 128 in Primary Education Smart Plus Textbook Social Studies P.3.
5. Discuss the importance of the king to Thailand.
6. Show students a video about the establishment of the Rattanakosin Kingdom and explain more.
7. Ask them the following questions:
 - a. When was the Rattanakosin Kingdom founded?
 - b. Why did King Buddha Yodfa Chulaloke the Great move the capital from Thon Buri to Bangkok?
 - c. Would it be better if Thon Buri is still the capital of Thailand? Why?
8. Show students the pictures of the capitals in Sukhothai, Ayutthaya, Thon Buri and Rattanakosin periods. Explain the history and physical characteristics of each capital to help students understand why the different periods have different capitals. Then, have students summarise them in their notebook.

9. Show students a video about the Law of Three Seals and explain more.
10. Encourage students to discuss the following topics:
 - a. What is the importance of the Law of Three Seals?
 - b. What would have happened if we did not have the Law of Three Seals?
11. Explain the society under the reign of King Buddha Yodfa Chulaloke the Great to students.
12. Divide students into five groups and have each group collect information and give a presentation on one of the following topics:
 - a. The Law of Three Seals
 - b. Nine Armies War
 - c. Buddhist temples built in the reign of King Buddha Yodfa Chulaloke the Great
 - d. Literature created in the reign of King Buddha Yodfa Chulaloke the Great
 - e. Economic conditions in the reign of King Buddha Yodfa Chulaloke the Great
13. Summarise each topic for students.
14. Guide students to conclude the life and achievements of King Buddha Yodfa Chulaloke the Great in their notebook.

5th – 7th hours (His Majesty King Bhumibol Adulyadej The Great)

1. Show students the picture of His Majesty King Bhumibol Adulyadej The Great on page 128 in Primary Education Smart Plus Textbook Social Studies P.3. Ask them the following questions:
 - a. Who is in the picture?
 - b. What is the importance of this person to Thailand?
2. Have students read the topic of **His Majesty King Bhumibol Adulyadej The Great** on pages 128 to 130 in Primary Education Smart Plus Textbook Social Studies P.3.
3. Ask students to give more examples of the achievements and royal duties of His Majesty King Bhumibol Adulyadej The Great.

4. Show students a video about the achievements and royal duties of His Majesty King Bhumibol Adulyadej The Great.
5. Have students draw an achievement or a royal duty of His Majesty King Bhumibol Adulyadej The Great and colour the picture beautifully.
6. Divide students into groups of 4 to 5 people. Let each group choose one of the king's achievements and gather information about it. Then, present it in class.
7. Guide students to conclude the life and achievements of His Majesty King Bhumibol Adulyadej The Great in their notebook.

8th – 9th hours (His Majesty King Maha Vajiralongkorn Phra Vajiraklaochaoyuhua)

1. Ask students the question on page 126 in Primary Education Smart Plus Textbook Social Studies P.3: What is the name of the current king of Thailand?
2. Have students read out the topic of **His Majesty King Maha Vajiralongkorn Phra Vajiraklaochaoyuhua** in Primary Education Smart Plus Textbook Social Studies P.3 on page 131.
3. Show students a video of His Majesty the King's life.
4. Help students conclude the life of His Majesty King Maha Vajiralongkorn Phra Vajiraklaochaoyuhua and draw the timeline of His Majesty the King's life in their notebook.
5. Ask students to give examples of His Majesty the King's royal duties that they know.
6. Choose a few students to read out **Royal duties** in Primary Education Smart Plus Textbook Social Studies P.3 on page 132.
7. Show students the pictures in Primary Education Smart Plus Textbook Social Studies P.3 on page 132 and ask them to specify what achievements each picture represents.
8. Guide students to conclude the life and achievements of His Majesty King Maha Vajiralongkorn Phra Vajiraklaochaoyuhua in their notebook.

10th – 11th hours (Activity)

1. Show students a video of Thai ancestors who participated in defending the nation.
2. Let students discuss these questions:
 - a. What are their contributions to Thailand?
 - b. What would have happened if there were no such people?
3. Refer to **Activity** in Primary Education Smart Plus Textbook Social Studies P.3 on page 133. Divide students into groups of 10 to 12 people and have them choose one Thai ancestor who participated in defending the nation. Have them gather information about him/her and write a script for role play as an assignment.
4. Have students role-play in the class.
5. Have students write a brief summary of the Thai ancestors in their notebook.

12th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 3 “**Our Kings**”.
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.3 on page 133.
4. Encourage students to evaluate themselves by filling in **Evaluation Form** on page 136 in Primary Education Smart Plus Textbook Social Studies P.3.
5. To test students’ understanding of this chapter, ask students to work on **TEST** on pages 137 and 138 in Primary Education Smart Plus Textbook Social Studies P.3.

6 hours (Projects)

1st – 2nd hours (Little Historians)

1. Divide students into groups of 4 to 5 people.
2. Give them the topic to do a research about the “**Chakri Dynasty**”.
3. Let students collect data about the Chakri dynasty 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. Remind students to write their process of data management in the table on page 134 in Primary Education Smart Plus Textbook Social Studies P.3.
6. Have students write the summary of 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 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 is 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 attract people's attention and provide certain knowledge or innovations which can be applied to their life.
- b. **Commercial exhibition** is held to give knowledge to people 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 Timeline of the Chakri Dynasty”**.
- 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** on page 135 in Primary Education Smart Plus Textbook Social Studies P.3.

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** on page 135 in Primary Education Smart Plus Textbook Social Studies P.3.

Emphasised Skills:

1. Analytical thinking skill
2. Curiosity of learning
3. Information gathering skill
4. Applying historical methodology
5. Presentation skill
6. Speaking skill
7. Sharing ideas and opinions

Learning Materials:

1. Picture of kings of the Chakri dynasty
2. Video about the establishment of the Rattanakosin Kingdom
3. Pictures of the capitals in Sukhothai, Ayutthaya, Thon Buri and Rattanakosin periods
4. Video about the Law of Three Seals
5. Video about the achievements of His Majesty King Bhumibol Adulyadej The Great
6. Video of His Majesty the King's life
7. Video of Thai ancestors who participated in defending the nation
8. Video about how to hold an exhibition
9. Primary Education Smart Plus Textbook Social Studies P.3

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 4 History

Unit 3 Our Kings

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 5 Our Environment

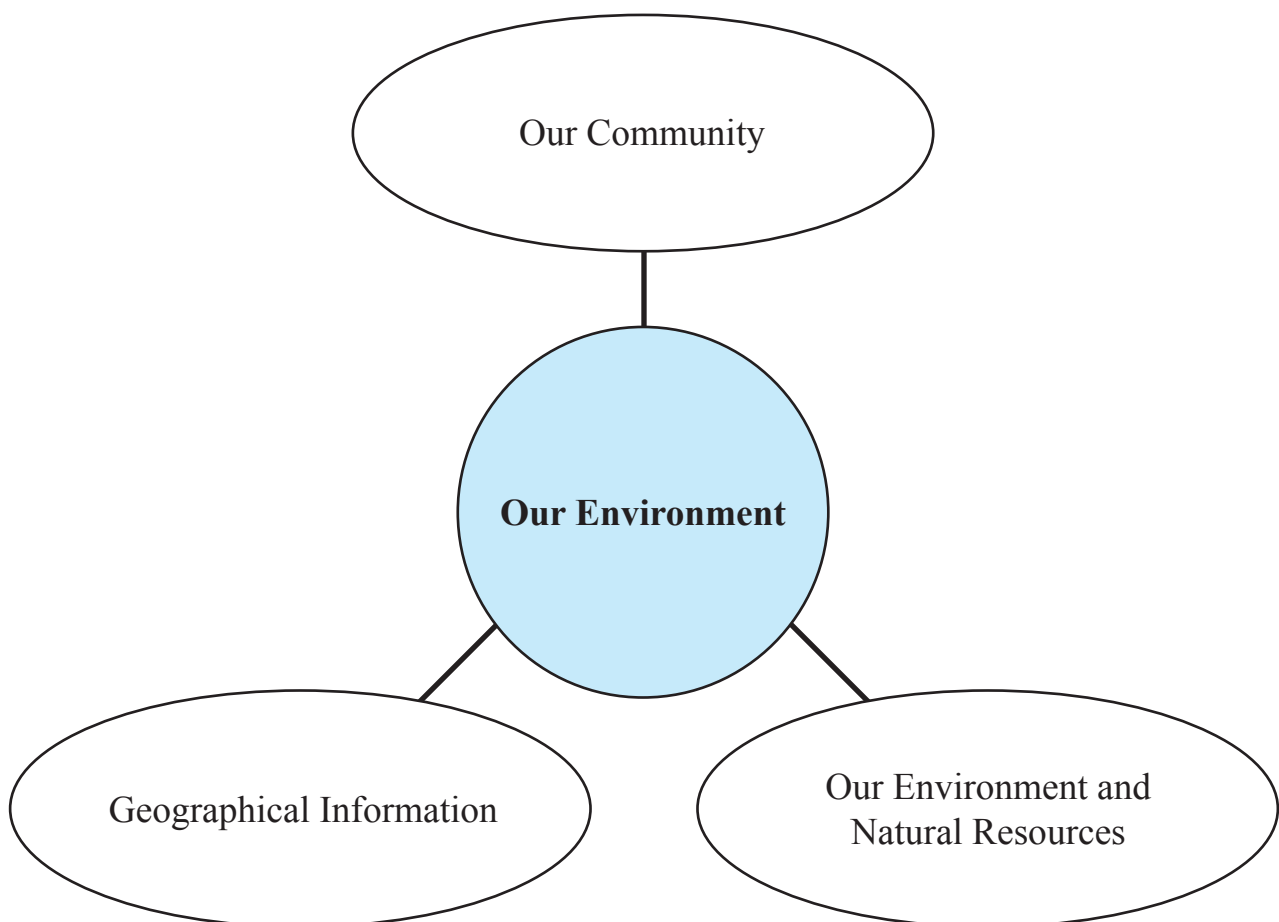
Strand 5: Geography

(22 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 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 Community

Indicators and learning areas (7 hours)

Indicators	Learning Areas
So5.1 Gr3/3 Tell relationships of physical and social characteristics of the community.	<ul style="list-style-type: none">• Physical Characteristics<ul style="list-style-type: none">- Landscape- Climate- Natural resources• Relationship Between Environment and Life
So5.2 Gr3/4 Explain differences between urban and rural areas.	<ul style="list-style-type: none">• Urban and Rural Communities<ul style="list-style-type: none">- Urban community- Rural community

Learning Objectives

1. Understand that there are differences in different communities.
2. Understand the relationship between environment and human life.
3. Understand differences of urban and rural communities.

Learning Outcomes

1. List the physical characteristics of a community.
2. Relate the relationship between the environment and the life.
3. Compare and contrast between urban and rural communities.

Learning Areas

1. Physical Characteristics
 - Landscape
 - Climate
 - Natural resources
2. Relationship Between Environment and Life
3. Urban and Rural Communities
 - Urban community
 - Rural community

Teaching and Learning Activities

1st – 2nd hours (Physical Characteristics)

1. Discuss the physical characteristics that shape a community based on the following questions:
 - a. What does the landscape of your community look like?
 - b. What is the climate of your local area?
 - c. In your local area, what are the natural resources that you have?
2. Get a student to read out aloud the text on **Physical Characteristics** in Primary Education Smart Plus Textbook Social Studies P.3 on pages 141 and 142.
3. Guide students to understand the meanings of landscape, climate and natural resources. Give examples.
4. Divide students into groups to search for information for **Activity** in Primary Education Smart Plus Textbook Social Studies P.3 on page 142. Then, each group will present its findings in class. At the end, conclude the physical characteristics in community.

3rd – 4th hours (Relationship Between Environment and Life)

1. Ask students about relationship between the physical characteristics and lives of community members based on the following questions:
 - a. What are occupations of most of the community members?
 - b. Do the members of other communities have the similar occupation as your community? How?
 - c. Why do the members in each community have different occupations?
2. Get a student to read out aloud the text on **Relationship Between Environment and Life** in Primary Education Smart Plus Textbook Social Studies P.3 on page 143.
3. Divide students into 4 to 6 groups. Each group will choose a picture of occupation of people in different areas. Then, each group will search the relationship between environment and life of community members, and present its findings in class.

4. Ask more questions about the relationship between environment and life of community members such as settlement, food and clothes. Then, encourage students to share their opinions on how they are related. After that, conclude it as a conceptual map on the board.
5. Ask students to do **Practice 1** in Primary Education Smart Plus Textbook Social Studies P.3 on page 144.
6. Guide students to conclude **Relationship Between Environment and Life**.

5th – 6th hours (Urban and Rural Communities)

1. Ask students this question: “Is your community similar or different from other communities? How?”
2. Show pictures of urban communities and rural communities. Discuss the characteristics of an urban community and a rural community. Guide students to sum them up.
3. Encourage students to discuss about the differences and similarities of these communities.
4. Get a volunteer to read out aloud the text on **Urban and Rural Communities** in Primary Education Smart Plus Textbook Social Studies P.3 on pages 144 to 146. Then, conclude it.
5. Divide students into 4 to 6 groups. Have them debate on this title: “Is living in an urban community more convenient than living in a rural community?”
6. Have students do **Practice 2** in Primary Education Smart Plus Textbook Social Studies P.3 on page 147.

7th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 1 “**Our Community**”.
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.3 on page 148.

Remark: Special features: **Let's Take a Tour** on page 149; **Finding Hidden Treasure** on pages 150 and 151; and **Weather Reporters** on page 151 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. Observation and exploration
4. Speaking and writing skills
5. Sharing ideas and opinions
6. Working with others

Learning Materials:

1. Pictures of occupations and the ways of life of people in various communities
2. Pictures of urban communities and rural communities
3. Primary Education Smart Plus Textbook Social Studies P.3

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 5 Our Environment

Unit 1 Our Community

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 Geographical Information

Indicators and learning areas (8 hours)

Indicators	Learning Areas
So5.1 Gr3/1 Use maps, diagrams and photographs in efficiently searching for geo-data in the community.	<ul style="list-style-type: none">• Locations• Diagrams• Maps<ul style="list-style-type: none">- Types of maps- Components of a map• Photographs• Tools to Determine Locations<ul style="list-style-type: none">- Standard measuring tools- Non-standard measuring tools
So5.1 Gr3/2 Draw simple diagrams to show locations of important places in school and community areas.	<ul style="list-style-type: none">• Diagrams

Learning Objectives

1. Understand locations, diagrams, maps and photographs.
2. Understand the tools used to determine locations.

Learning Outcomes

1. Tell locations of places.
2. Draw a diagram to show places.
3. Use maps to search geographical information and locations of places.
4. Tell characteristics of places using photographs.
5. Use measuring tools to measure distances.

Learning Areas

1. Locations
2. Diagrams

3. Maps
 - Types of maps
 - Components of a map
4. Photographs
5. Tools to Determine Locations
 - Standard measuring tools
 - Non-standard measuring tools

Teaching and Learning Activities

1st hour (Locations)

1. Ask students to tell the locations of places in a community such as schools, temples and markets. Then, conclude the words used to tell locations on the board.
2. Guide students to analyse the different methods to tell the locations of places. Write them as a conceptual map on the board.
3. Get a volunteer to read out aloud the text on **Locations** in Primary Education Smart Plus Textbook Social Studies P.3 on page 153.
4. Divide students into two groups. Let students play “guessing landmarks in community game”. Each group will choose a popular landmark in the local area. Each group will take turns to ask a question on the location of the landmark chosen by the opponent group. The group that manages to guess the correct landmark first will be the winner.
5. Have students write the location of school or important places in community by using proper words to tell locations.

2nd hour (Diagrams)

1. Ask students to refer to the diagram in Primary Education Smart Plus Textbook Social Studies P.3 on page 153 and answer the following questions:
 - a. What is the direction of the hospital from the police station?
 - b. Give instructions to a stranger to guide him to walk from the post office to the fresh food market.
 - c. Name a few places that are near to the park.

2. Discuss the characteristics, the symbols and the advantages of a diagram.
3. Get a student to read out aloud the text of **Diagrams** in Primary Education Smart Plus Textbook Social Studies P.3 on page 153. Then, guide students to conclude the diagram and prepare a conceptual map in their notebook.
4. Ask students to do **Activity 1** in Primary Education Smart Plus Textbook Social Studies P.3 on page 154. Discuss the diagrams drawn and make a conclusion.

3rd – 4th hours (Maps)

1. Show a map of Thailand and get students to answer the following questions:
 - a. What is a map? What are its characteristics?
 - b. What do the symbols on the map mean?
 - c. What are the advantages of using a map?
2. Get a volunteer to read aloud the text of **Maps** in Primary Education Smart Plus Textbook Social Studies P.3 on pages 155 to 157. Then, explain more using the map.
3. Ask students to look carefully on the two maps on page 156 in Primary Education Smart Plus Textbook Social Studies P.3. They are different types of map showing our land. Ask them to compare them. What are their differences and similarities? Then, make a conclusion and prepare a conceptual map in their notebook.
4. Show a map of Thailand again. Ask students to analyse the components of the map shown such as the name, direction, scale and symbols. Discuss them. Ask students the type of map they are looking at.
5. Guide students to conclude **Maps**.
6. Ask students to do **Practice 1** in Primary Education Smart Plus Textbook Social Studies P.3 on pages 158 and 159.

5th hour (Photographs)

1. Ask students to study the photographs in Primary Education Smart Plus Textbook Social Studies P.3 on page 160. Discuss the photographs. How do they differ? Discuss the following questions:
 - a. Where are the photographs taken from?
 - b. What are advantages of using photographs?
2. Guide students to conclude that photographs can be used to show the characteristics of things and to survey places.
3. Have students carry out **Practice 2** in Primary Education Smart Plus Textbook Social Studies P.3 on page 161.

6th – 7th hours (Tools to Determine Locations)

1. Show some measuring tools or pictures of measuring tools to students. Ask students for the names of the tools and how to use them. Show them the correct way to use the tools.
2. Give a few measuring tasks to students using the tools, such as measuring the distances between the desks, the door and the table, and the length of the blackboard.
3. Ask students to measure the same distances without giving them any measuring tools. How will they measure? Discuss and conclude it.
4. Get a student to read out aloud the text of **Tools to Determine Locations** in Primary Education Smart Plus Textbook Social Studies P.3 on pages 162 and 163. Explain and give more examples.
5. Guide students to use their parts of body to measure some distances or lengths. Are the results the same? Make conclusions.
6. Show students a compass and explain that a compass is a tool to find the directions. Show them how to use and read a compass.
7. Ask students to use compass to find a few directions of the things in the school.
8. Guide students to conclude **Tools to Determine Locations**.
9. Have students do **Activity 2** in Primary Education Smart Plus Textbook Social Studies P.3 on page 164.

8th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 2 “**Geographical Information**”.
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.3 on pages 165 and 166.

Remark: Special features: **Let’s Take a Tour** on page 167; **Finding Hidden Treasure** on pages 168 and 169; and **Weather Reporters** on page 169 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 of learning
4. Speaking and writing skills
5. Sharing ideas and opinions

Learning Materials:

1. Map of Thailand
2. Measuring tools or pictures of measuring tools
3. Compass
4. Primary Education Smart Plus Textbook Social Studies P.3

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 5 Our Environment

Unit 2 Geographical Information

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 Our Environment and Natural Resources

Indicators and learning areas (7 hours)

Indicators	Learning Areas
So5.2 Gr3/1 Compare environmental changes in the community from the past to the present.	<ul style="list-style-type: none">• The Environment in the Past and at Present<ul style="list-style-type: none">- Comparison between human ways of living in the past and at present
So5.2 Gr3/2 Explain dependence on the environment and natural resources in meeting basic needs and livelihood of human beings.	<ul style="list-style-type: none">• Reliance on Environments and Natural Resources<ul style="list-style-type: none">- Places of dwelling- Transportation- Career
So5.2 Gr3/3 Explain about pollution and origin of pollution caused by man.	<ul style="list-style-type: none">• Changes to the Environment• Environmental Pollution<ul style="list-style-type: none">- Water pollution- Air pollution- Soil pollution- Noise pollution
So5.2 Gr3/5 Be aware of the environmental changes in the community.	<ul style="list-style-type: none">• Changes to the Environment

Learning Objectives

1. Understand the changes of our living environment.
2. Understand how humans depend on the environment.
3. Understand the changes to the environment.
4. Understand environmental pollution that affects human life.

Learning Outcomes

1. Compare changes to the environment in the past and at present.
2. Explain how we rely on the environment and natural resources.
3. Tell the causes of the changes in the environment.
4. Explain environmental pollution and its effects to the environment.

Learning Areas

1. The Environment in the Past and at Present
 - Comparison between human ways of living in the past and at present
2. Reliance on Environments and Natural Resources
 - Places of dwelling
 - Transportation
 - Career
3. Changes to the Environment
4. Environmental Pollution
 - Water pollution
 - Air pollution
 - Soil pollution
 - Noise pollution

Teaching and Learning Activities

1st – 2nd hours (The Environment in the Past and at Present)

1. Show pictures of community in the past and at present. Encourage students to share their opinions on the differences between these pictures and the causes of changes.
2. Get students to watch videos or pictures of places in the past and to compare the differences in the aspects of dressing, occupation and transportation.
3. Get a student to read aloud the text of **The Environment in the Past and at Present** in Primary Education Smart Plus Textbook Social Studies P.3 on pages 171 to 173. Then, guide students to conclude and give more examples.
4. Get students to brainstorm the question posed in the **Let's Think!** Column in Primary Education Smart Plus Textbook Social Studies P.3 on page 171 and conclude it.
5. Divide students into groups to search for information on the changes in the environment and the ways of life of community members in the past and at present. Then, the representatives of each group will present the results in the class and everyone conclude them.
6. Have students do **Practice** in Primary Education Smart Plus Textbook Social Studies P.3 on page 174.

3rd – 4th hours (Reliance on Environments and Natural Resources)

1. Guide students to recall the meaning of environment and types of environment by drawing a chart diagram on the board. Then, students will give examples of each type.
2. Discuss the examples of environments on the board based on the following questions:
 - a. What are natural environments?
 - b. What are man-made environments?
3. Get students to give examples of natural resources and classify their types. Then, write them on the board and guide students to sum them up as a conceptual map in their notebook.
4. Ask students to discuss how humans rely on the environments and natural resources around us to survive and make our lives better.
5. Get a volunteer to read out aloud the text of **Reliance on Environments and Natural Resources** in Primary Education Smart Plus Textbook Social Studies P.3 on pages 175 to 178. Then, discuss how the environment and natural resources in each picture are important to humans.
6. Divide students into groups to do **Activity 1** in Primary Education Smart Plus Textbook Social Studies P.3 on page 178. Then, the representatives of each group will present their findings to the class. Get students to conclude them.
7. Guide students to conclude **Reliance on Environments and Natural Resources** as a conceptual map in their notebook.

5th hour (Changes to the Environment)

1. Get students to watch news of natural disasters such as flood or drought. Then, discuss the following questions:
 - a. How do natural disasters affect us?
 - b. What will happen to the environment?

2. Get a student to read aloud the text of **Changes to the Environment** in Primary Education Smart Plus Textbook Social Studies P.3 on page 179 and conclude it.
3. Divide students into groups to do **Activity 2** in Primary Education Smart Plus Textbook Social Studies P.3 on page 180. The representatives of each group will present their findings to the class. Then, guide students to analyse changes of environment and the trend of environment in the future.
4. Guide students to conclude **Changes to the Environment** and prepare a conceptual map in their notebook.

6th hour (Environmental Pollution)

1. Get students to watch a video on pollution and encourage them to share their opinions.
2. Ask each student to give an example of pollution problem in the community. Then, analyse the causes of these problems and ways to reduce them.
3. Get a student to read aloud the text of **Environmental Pollution** in Primary Education Smart Plus Textbook Social Studies P.3 on pages 180 to 182 and conclude it.
4. Ask students to carry out **Activity 3** in Primary Education Smart Plus Textbook Social Studies P.3 on pages 182 and 183 as their homework.

7th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 3 “**Our Environment and Natural Resources**”.
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.3 on pages 184 to 186.
4. Encourage students to evaluate themselves by filling in **Evaluation Form** on page 189 in Primary Education Smart Plus Textbook Social Studies P.3.
5. To test students’ understanding of this chapter, ask students to work on **TEST** in Primary Education Smart Plus Textbook Social Studies P.3 on pages 190 to 192.

Remark: Special features: **Let's Take a Tour** on page 187; **Finding Hidden Treasure** on page 188; and **Weather Reporters** on page 188 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. Observation and exploration
4. Being generous
5. Speaking and writing skills
6. Sharing ideas and opinions

Learning Materials:

1. Pictures of communities in the past and at present
2. Videos or pictures of places in the past and at present
3. News of natural disasters
4. Video about pollution in community
5. Primary Education Smart Plus Textbook Social Studies P.3

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 5 Our Environment

Unit 3 Our Environment and Natural Resources

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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