

Teacher's Guide



Social Studies

Primary
Education
Smart+
Prathomsuksa

5

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 change 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 freedoms 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; inter-relationship 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, 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 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 5 (Prathomsuksa 5)
5 Chapters **120 hours**

Learning Areas/Activities	Learning Time (in hours)
Chapter 1 Religion, Morality and Ethics Unit 1 Importance of Religion Unit 2 Important Doctrines and Buddhist Day Unit 3 The Story of the Buddha's Previous Lives and the Exemplary Believer Voluntary Spirit Role Play	20 6 6 6 1 1
Chapter 2 Citizenship, Culture and Social Life Unit 1 Being A Good Citizen Unit 2 Children's Rights Unit 3 Local Administration Unit 4 Culture and Local Wisdom	23 5 5 8 5
Chapter 3 Economics Unit 1 Goods and Services Unit 2 Bank and Loan Unit 3 Sufficiency Economy	21 7 7 7
Chapter 4 History Unit 1 Methodology for Investigating History of the Local Area Unit 2 Influence of Foreign Cultures on Thai Culture Unit 3 Ayutthaya and Thon Buri Kingdoms and Thai Wisdom Little Historians Little Gallery Little Guide	40 7 12 15 2 2 2
Chapter 5 Geography Unit 1 Geography of Thailand Unit 2 Humans and the Environment	16 9 7

Note: The hours needed for each subtopic can be changed when necessary. The above allocated hours are just a suggestion. Total hours for this subject is as prescribed in the basic learning time structure, while the learners must attain the standard as prescribed in the learning standards and indicators.

Chapter 1 Religion, Morality and Ethics

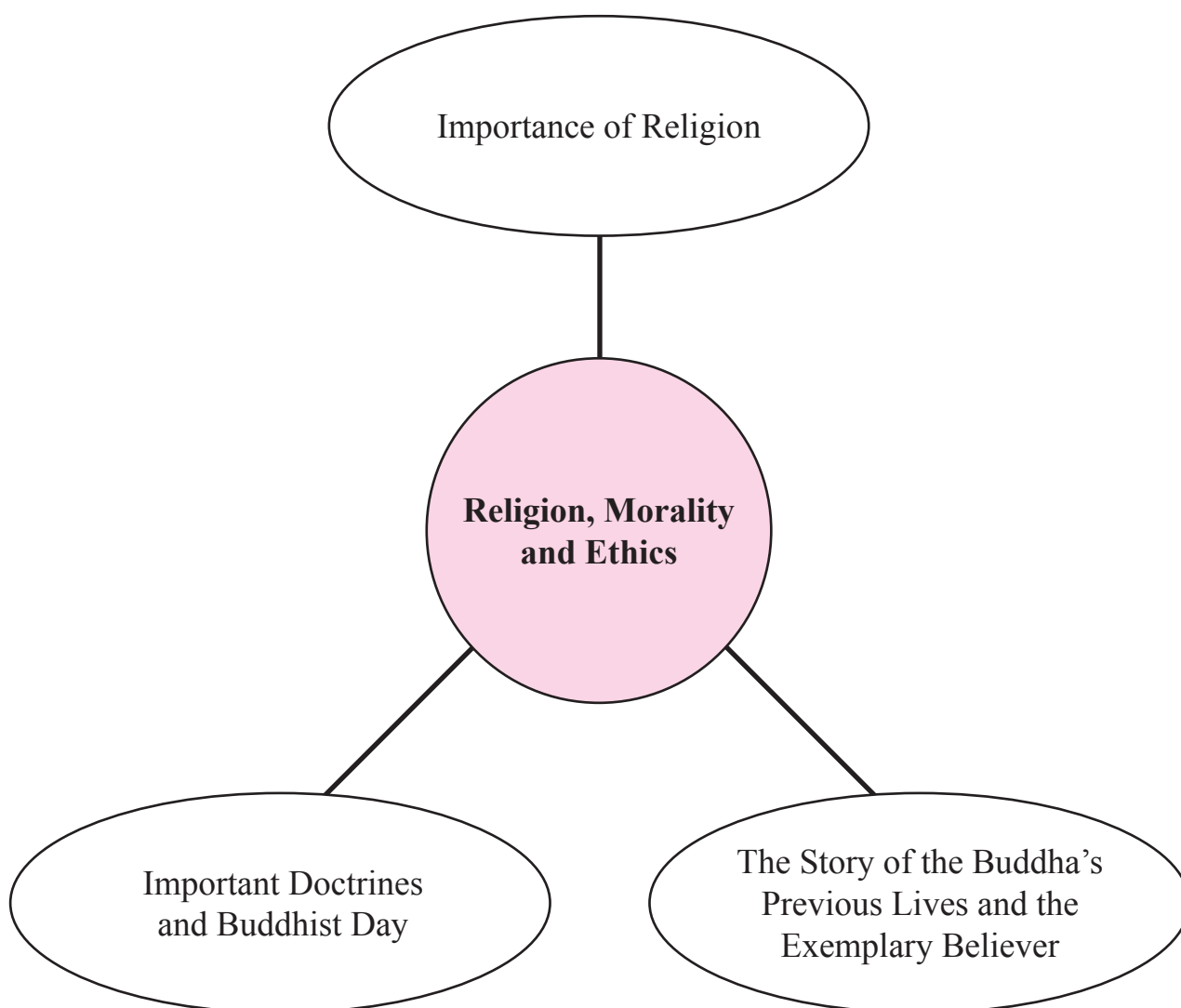
Strand 1: Religion, Morality and Ethics

(20 hours)

Standard So1.1: Knowledge and understanding of the history, importance, the Masters, moral principles of Buddhism or those 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 Importance of Religion

Indicators and learning areas (6 hours)

Indicators	Learning Areas
So1.1 Gr5/1 Analyse the importance of Buddhism or that of students' own religions as cultural heritage and a pivot for developing the Thai nation.	<ul style="list-style-type: none">• Importance of Religion• Religions in Thailand<ul style="list-style-type: none">- Importance of Buddhism in Thailand
So1.1 Gr5/2 Summarise the life of the Buddha from arrival at the town of Kapilavastu to his important deeds or the lives of the Masters of students' own religions as prescribed.	<ul style="list-style-type: none">• Activity
So1.1 Gr5/4 Explain the components and the importance of the Tipitaka (the Three divisions of the Buddhist Canon) or the scriptures of students' own religions.	<ul style="list-style-type: none">• Components of Religion• Religions in Thailand<ul style="list-style-type: none">- Buddhism- Islam- Christianity

Learning Objectives

1. Understand the importance of religion, the religions in Thailand and the importance of Buddhism in Thailand.
2. Understand the life of the Buddha from arrival at the town of Kapilavastu to his important deeds or the lives of the Masters of students' own religions.
3. Understand the components of each religion and the importance of the Tipitaka or the scriptures of students' own religions.

Learning Outcomes

1. Know the importance of religion, the religions in Thailand and the importance of Buddhism in Thailand.
2. Know and state the life of the Buddha from arrival at the town of Kapilavastu or the lives of the Masters of students' own religions.
3. State the importance of the Tipitaka or the scriptures of students' own religions.

Learning Areas

1. Importance of Religion
2. Components of Religion
3. Religions in Thailand
 - Buddhism
 - Importance of Buddhism in Thailand
 - Islam
 - Christianity

Teaching and Learning Activities

1st – 2nd hours (Importance of Religion & Components of Religion)

1. Ask students the questions: What is the importance of religion?/ Does it play a major role in your life? How? Discuss in class and write answers on the board.
2. Ask students about the importance of religious doctrines and the reason why we have to study them. Then randomly choose some students to present their answers.
3. Ask a student to read out the text of Importance of Religion in Primary Education Smart Plus Textbook Social Studies P.5 on page 3. Explain more.
4. Encourage students to share opinions about how many components of each religion there are and what they are. Write the answers on the board.
5. Explain the components of religion. Refer to page 4 in Primary Education Smart Plus Textbook Social Studies P.5.
6. Show the pictures of the components of each religion: Buddhism, Islam and Christianity and explain the importance of each component of each religion for better understanding.
7. Get three volunteers to arrange the right pictures of the components of Buddhism, Islam and Christianity according to the specified topics on the board. Let other students to take turns to do the activity.
8. Ask students to draw a diagram to summarise the components of Buddhism, Islam and Christianity in their notebook.

3rd – 4th hours (Religions in Thailand)

1. Let students guess the religions that are widely practised in Thailand.
2. Get a volunteer to read the 1st and 2nd paragraph of Religions in Thailand on page 5 in Primary Education Smart Plus Textbook Social Studies P.5. Explain more.
3. Explain the important teachings in Buddhism that students should know. Refer to the Buddhism topic on page 5 in Primary Education Smart Plus Textbook Social Studies P.5. Cite more examples of Buddhist teachings.
4. Ask students to write down the Buddhist teachings that students have learnt before in their notebook. Then randomly choose some students to present their answers.
5. Explain the importance of the Buddhist Canon or Tipitaka which include three main divisions. Refer to page 6 in Primary Education Smart Plus Textbook Social Studies P.5.
6. Ask students to summarise the three main divisions of the Tipitaka and the importance of each division.
7. Encourage students to share opinions about the importance of Buddhism in Thailand. Write their answers on the board.
8. Get two volunteers to read the texts of Foundation of the country's development and A source of Thailand's cultural heritage in Primary Education Smart Plus Textbook Social Studies P.5 on page 7.
9. Explain the Muslim doctrine and the symbol based on the text on page 8 in Primary Education Smart Plus Textbook Social Studies P.5.
10. Explain the doctrine of Christianity and the symbol based on the text on page 9 in Primary Education Smart Plus Textbook Social Studies P.5.
11. Explain **Let's Know More** in Primary Education Smart Plus Textbook Social Studies P.5 on page 10 for better understanding.
12. Ask students to answer **Let's Think** in Primary Education Smart Plus Textbook Social Studies P.5 on page 10. Let them write their answers in their notebook.
13. Have students carry out **Practice** in Primary Education Smart Plus Textbook Social Studies P.5 on page 10 as their homework.

5th hour (Activity & Meditation Activity)

1. Divide students into groups of 4 or 5 persons to search for information about the life of the Buddha from arrival at the town of Kapilavastu to his important deeds or the lives of the Masters of students' own religions.
2. Ask students to write a report about the above topics and present the report in the class.
3. After the presentation, encourage students to meditate for five minutes by paying attention to each part of their body to keep their mind calm and relaxed. Refer to page 11 “**Meditation Activity**” of Primary Education Smart Plus Textbook Social Studies P.5.

6th hour (Conclusion)

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

Emphasised Skills

1. Analytical thinking skill
2. Observation
3. Speaking and writing skills
4. Sharing ideas/opinions
5. Working in team

Learning Materials

1. Pictures of the components of Buddhism, Islam and Christianity
2. Primary Education Smart Plus Textbook Social Studies P.5

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 1 Religion, Morality and Ethics

Unit 1 Importance of Religion

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 Important Doctrines and Buddhist Day

Indicators and learning areas (6 hours)

Indicators	Learning Areas
So1.1 Gr5/5 Pay respect to the Triple Gem and observe the principles of the Threefold Learning and the Three Admonitions of the Buddha in Buddhism, or the moral principles of students' own religions as prescribed.	<ul style="list-style-type: none">• The Triple Gem• Important Doctrines in Buddhism<ul style="list-style-type: none">- The Threefold Learning
So1.1 Gr5/7 Observe the principles of students' own religions for developing themselves and the environment.	<ul style="list-style-type: none">- The Three Admonitions of the Buddha
So1.2 Gr5/2 Conduct themselves in religious rites and ceremonies and on important religious days as prescribed, and discuss the benefits obtained from participation in these activities.	<ul style="list-style-type: none">• Important Buddhist Day<ul style="list-style-type: none">- The end of Buddhist Lent Day

Learning Objectives

1. Understand the importance of the Triple Gem.
2. Understand the important doctrines in Buddhism: the Threefold Learning and the Three Admonitions of the Buddha.
3. Understand the important Buddhist day: the end of Buddhist Lent Day.

Learning Outcomes

1. Know what the Triple Gem is and pay respect to the Triple Gem.
2. State the important doctrines in Buddhism, for example the Threefold Learning, the Three Admonitions of the Buddha and observe the principles.
3. Explain and participate in the important Buddhist day: the end of Buddhist Lent Day.

Learning Areas

1. The Triple Gem
2. Important doctrines in Buddhism
 - The Threefold Learning
 - The Three Admonitions of the Buddha
3. Important Buddhist day
 - The end of Buddhist Lent Day

Teaching and Learning Activities

1st hour (The Triple Gem)

1. Show the pictures of the Buddha, the Tipitaka representing the Dhamma and the Buddhist monks representing the Sangha. Ask students to explain or share their opinions about the importance of each picture.
2. Explain more that the Buddha, the Dhamma and the Sangha refer to the Triple Gem or '*Rattana Tri*' which means the Three Gems. Explain the importance of the Triple Gem.
3. Choose some students to read each sub-topic aloud on page 13 in Primary Education Smart Plus Textbook Social Studies P.5. Explain more.
4. Guide students how to behave themselves properly as good Buddhists, for example, having faith in and respect the Triple Gem, studying and observing the principles of Buddhism, praying regularly to realise the benefit of the Dhamma, participating in religious activities on important Buddhist days to preserve Buddhism, etc.
5. Get three volunteers to review the importance of the Triple Gem: The Buddha, the Dhamma and the Sangha in the class. Let other students take turns to do the activity.
6. Ask students to make a conceptual map to summarise the components of the Triple Gem in their notebook and write about the importance of the Triple Gem and how to behave themselves as good Buddhists.

2nd – 3rd hours (Important Doctrines in Buddhism)

1. Encourage students to share their opinions about the principles in Buddhism that they have observed.
2. Ask students: What are the benefits of observing the principles in Buddhism? Write the answer on the board.
3. State the important doctrines that students will learn in this class which are the Threefold Learning and the Three Admonitions of the Buddha.
4. Explain what the Threefold Learning is. Refer to 'The Threefold Learning' topic on page 14 in Primary Education Smart Plus Textbook Social Studies P.5.
5. Attach four word cards on the board: The Threefold Learning, Morality, Concentration and Wisdom.

6. Explain based on the text on page 14 in Primary Education Smart Plus Textbook Social Studies P.5, and attach other word cards on the board that explain the meanings of each word in summary.
7. Get three volunteers to read the texts of morality, concentration and wisdom in Primary Education Smart Plus Textbook Social Studies P.5 on page 14.
8. Choose some students to match the word cards with the right meanings and attach them on board to test how well they understand the Threefold Learning.
9. Ask students to make a conceptual map to summarise the Threefold Learning in their notebook and write about the importance of the Threefold Learning.
10. Ask students the question: What are the Three Admonitions of the Buddha? Write the answers on the board.
11. Explain more based on the text on page 15 in Primary Education Smart Plus Textbook Social Studies P.5 while attaching these word cards on the board: The Three Admonitions of the Buddha, Avoiding all evil, Doing all good and Purifying the mind, The Five Precepts, The Path of Accomplishment, and Practising meditation and mindfulness.
12. Ask students to work in pairs to help arrange and attach the word cards about the Three Admonitions on the board correctly. Let other students take turns to do the activity.
13. Explain **Let's Know More** in Primary Education Smart Plus Textbook Social Studies P.5 on page 15 for better understanding.
14. Ask students to make a conceptual map to summarise the Three Admonitions of the Buddha in their notebook and write about the importance of the Three Admonitions of the Buddha.
15. Have students carry out **Practice** in Primary Education Smart Plus Textbook Social Studies P.5 on page 17 as their homework.
16. After class, encourage students to meditate for five minutes by paying attention to their heartbeat. Refer to page 18 "**Meditation Activity**" of Primary Education Smart Plus Textbook Social Studies P.5.

4th – 5th hours (Important Buddhist Day)

1. Ask students the questions: Have they ever participated in religious activities on any important Buddhist days? What did they usually do on those days?
2. State the Buddhist day students will learn in this class which is the end of Buddhist Lent Day.
3. Ask students about the importance of the end of Buddhist Lent Day, when the end of Buddhist Lent Day is and what people usually do on this day.
4. Explain the importance of the end of Buddhist Lent Day based on the text on page 16 in Primary Education Smart Plus Textbook Social Studies P.5.
5. Show the pictures of Pavarana ceremony which is held on the end of Buddhist Lent Day to let students understand the importance of this day.
6. Choose some students to read ‘Importance’ topic aloud on page 16 in Primary Education Smart Plus Textbook Social Studies P.5. Explain more.
7. Explain the religious activities based on the text on page 17 in Primary Education Smart Plus Textbook Social Studies P.5.
8. Show the pictures of ‘*Tak Bat Thewo*’ or almsgiving ceremony which is the important tradition held on the end of Buddhist Lent Day and explain the background of this tradition which is in accordance with the belief.
9. Choose some students to read ‘Religious activities’ topic aloud on pages 16 and 17 in Primary Education Smart Plus Textbook Social Studies P.5. Explain more.
10. Ask students to work in pairs to summarise the importance of the end of Buddhist Lent Day and religious activities. Then randomly choose some students to present their summary.
11. Have students carry out **Activity** in Primary Education Smart Plus Textbook Social Studies P.5 on page 18.

6th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 2 “**Important Doctrines and Buddhist Day**”.
2. Guide students to summarise the Learning Areas of Unit 2.

Emphasised Skills

1. Analytical thinking skill
2. Observation
3. Speaking and writing skills
4. Sharing ideas/opinions
5. Working in team

Learning Materials

1. Pictures of the Buddha, the Tipitaka and the Buddhist monks
2. Word cards:
 - The Threefold Learning
 - Morality & meaning
 - Concentration & meaning
 - Wisdom & meaning
 - The Three Admonitions of the Buddha
 - Avoiding all evil
 - Doing all good
 - Purifying the mind
 - The Five Precepts
 - The Path of Accomplishment
 - Practising meditation and mindfulness
3. Pictures of Pavarana ceremony
4. Pictures of '*Tak Bat Thewo*'
5. Primary Education Smart Plus Textbook Social Studies P.5

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 1 Religion, Morality and Ethics

Unit 2 Important Doctrines and Buddhist Day

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 and the Exemplary Believer

Indicators and learning areas (6 hours)

Indicators	Learning Areas
So1.1 Gr5/3 Appreciate and conduct themselves in accordance with the models of living and the insights from the lives of the disciples, the stories of the Buddha's previous lives, other tales and exemplary believers as prescribed.	<ul style="list-style-type: none"> • Jataka Tales <ul style="list-style-type: none"> - Cullaka Setthi Jataka • Exemplary Believer <ul style="list-style-type: none"> - The 9th Supreme Patriarch of Thailand (Sa Pussadeva)
So1.1 Gr5/6 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"> • Activity
So1.2 Gr5/3 Have the manners of good believers as prescribed.	<ul style="list-style-type: none"> • Role Play

Learning Objectives

1. Understand the story of Cullaka Setthi Jataka.
2. Understand and follow the exemplary believer as a role model.
3. Understand the manners of good believers.

Learning Outcomes

1. Know and relate the story of Cullaka Setthi Jataka.
2. Conduct themselves in accordance with the exemplary believer.
3. Practice the manners of good believers.

Learning Areas

1. Jataka tales
 - Cullaka Setthi Jataka
2. Exemplary believer
 - The 9th Supreme Patriarch of Thailand (Sa Pussadeva)
3. Manners of good believers

Teaching and Learning Activities

1st – 2nd hours (Jataka Tales)

1. Ask students the question: What are the Jataka tales? Let them cite the examples of Jataka tales that they know.
2. Explain what Jataka tale is. Refer to the “Jataka Tales” topic on page 20 in Primary Education Smart Plus Textbook Social Studies P.5.
3. State the Jataka tale that students will learn in this class which is Cullaka Setthi Jataka or the Mouse Merchant.
4. Relate the tale of Cullaka Setthi Jataka based on the text on pages 20 to 22 in Primary Education Smart Plus Textbook Social Studies P.5.
5. Show a clip about Cullaka Setthi Jataka for students’ better understanding.
6. Ask students about what they have learnt from this Jataka tale or what the moral of this Jataka tale is. Ask them to write their answer in their notebook. Then randomly choose some students to present their answers.
7. Explain the moral of this Jataka tale to students. Refer to the last paragraph on page 22 in Primary Education Smart Plus Textbook Social Studies P.5.
8. Choose some students to read the tale of Cullaka Setthi Jataka aloud on pages 20 to 22 in Primary Education Smart Plus Textbook Social Studies P.5.
9. Have students carry out **Practice (1st and 2nd questions)** in Primary Education Smart Plus Textbook Social Studies P.5 on page 25 as their homework.

3rd – 4th hours (Exemplary Believer)

1. Ask students the questions: What is the meaning of exemplary believers? What are the benefits of following what exemplary believers do for living our life? Write the answer on the board.
2. State the exemplary believer that students will learn in this class which is Somdet Phra Ariyawongsagatayana Somdet Phra Sangharaja (Sa Pussadeva).
3. Explain ‘the Exemplary Believer’ based on the text on pages 23 to 25 in Primary Education Smart Plus Textbook Social Studies P.5.
4. Explain **Let’s Know More** in Primary Education Smart Plus Textbook Social Studies P.5 on page 24 for better understanding.

5. Ask students whether they know the “supreme patriarch” or not. Explain more about the meaning and the importance of the Supreme Patriarch of Thailand and show them the picture of the current Supreme Patriarch of Thailand.
6. Get volunteers to read the story of Somdet Phra Ariyawongsagatayana Somdet Phra Sangharaja (Sa Pussadeva) on pages 23 to 25. Explain more.
7. Divide students into groups and ask them to share their opinions about which conduct of the 9th Supreme Patriarch of Thailand they should follow. Present their opinions in the class.
8. Ask students to answer **Let’s Think** in Primary Education Smart Plus Textbook Social Studies P.5 on page 25. Let them write their answer in their notebook. Then randomly choose some students to present their answers.
9. Have students carry out **Practice (3rd and 4th questions)** in Primary Education Smart Plus Textbook Social Studies P.5 on page 25 as their homework.

5th hour (Activity & Meditation Activity)

1. Ask students to work in pairs to practise praying for the spreading of loving-kindness, both in Pali and in Thai, or other Buddhist chants.
2. Ask students to present the chant they have practised in the class.
3. Explain the benefits of praying for the spreading of loving-kindness.
4. Encourage students to carry out “Recalling good deeds”. Refer to page 26 “**Meditation Activity**” in Primary Education Smart Plus Textbook Social Studies P.5.

6th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 3 “**The Story of the Buddha’s Previous Lives and the Exemplary Believer**”.
2. Guide students to summarise the Learning Areas of Unit 3.
3. Encourage students to evaluate themselves by filling in **Evaluation Form** on page 28 in Primary Education Smart Plus Textbook Social Studies P.5.
4. To test students’ understanding of this chapter, ask students to work on **TEST** in Primary Education Smart Plus Textbook Social Studies P.5 on pages 29 to 30.

2 hours (Projects)

1st hour (Voluntary Spirit)

1. Ask students the questions: Have they ever shared things with friends or other family members? How did they feel after sharing?
2. Explain more about the benefits of sharing things with others.
3. State the activity that students will carry out today and its objectives: making outdoor brooms for offering to monks.
4. Divide students into groups with 4 or 5 persons to make an outdoor broom.
5. Prepare the equipment according to the text of Voluntary Spirit on page 27 in Primary Education Smart Plus Textbook Social Studies P.5.
6. Follow the instructions according to the text of Voluntary Spirit on page 27 in Primary Education Smart Plus Textbook Social Studies P.5.
7. Ask students how they felt while making an outdoor broom.

Remark: Find the appropriate date and time to take students to go to a nearby temple in order to offer outdoor brooms to monks.

2nd hour (Role Play)

1. Ask students the questions: What do the manners of good believers mean? Why are students required to practise the manners as good believers? Explain more about the importance of manners of good believers.
2. Ask each group of students from Voluntary Spirit activity to search for information of how to pay respect to different people in different situations: paying respect to the Triple Gem; paying respect to our parents, teachers and elderly people; and paying respect to the dead.
3. Ask students to create situations in order to show how to pay respect to different people in different situations and practise the proper manners accordingly.
4. Let students from each group present what they have rehearsed in the class.
5. After the presentation of each group, explain more about the proper manners of paying respect to different people in different situations that students can practise in daily life.

6. Encourage students to regularly practise the proper manners in everyday life and appreciate the presentation of other students.

Emphasised Skills

1. Analytical thinking skill
2. Observation
3. Speaking and writing skills
4. Sharing ideas/opinions
5. Working in team

Learning Materials

1. Clip about Cullaka Setthi Jataka
2. Picture of the current Supreme Patriarch of Thailand
3. Primary Education Smart Textbook Social Studies P.5

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 1 Religion, Morality and Ethics

Unit 3 The Story of the Buddha's Previous Lives and the Exemplary Believer

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further:

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Feeling after learning this unit:

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Knowledge gained from this unit: ..

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Application of knowledge from this unit on your daily life:

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

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

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Chapter 2 Citizenship, Culture and Social Life

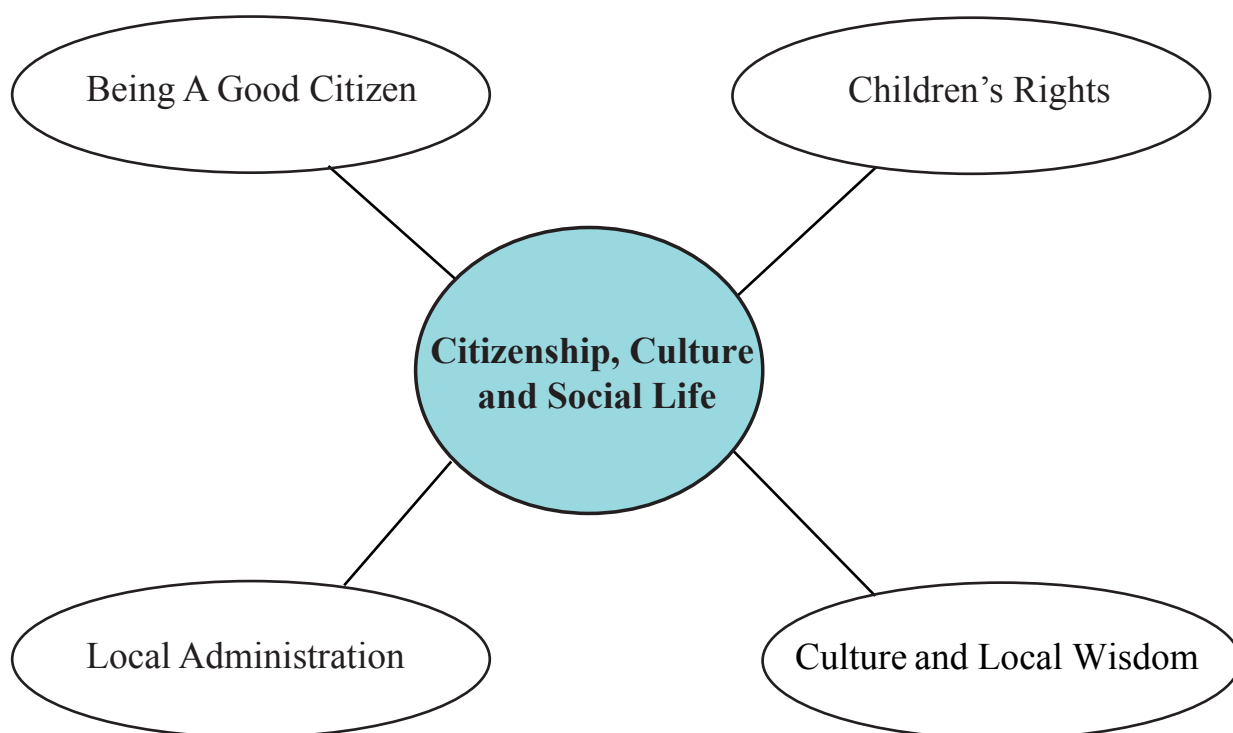
Strand 2 : Civics, Culture and Living in Society

(23 hours)

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

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

Conceptual Map



Unit 1 Being A Good Citizen
Indicators and learning areas (5 hours)

Indicators	Learning Areas
So2.1 Gr5/1 Cite examples and conduct themselves in accordance with the status, roles, rights, freedoms and duties of good citizens.	<ul style="list-style-type: none">• A Good Democratic Citizen<ul style="list-style-type: none">- The practices of a good democratic citizen- Characteristics of a good citizen• Social Life

Learning Objectives

1. Understand the way to be a good democratic citizen.
2. Understand one's social status.

Learning Outcomes

1. Practice to be a good democratic citizen.
2. Explain and be aware of one's social status.

Learning Areas

1. A Good Democratic Citizen
 - The practices of being a good democratic citizen
 - Characteristics of a good citizen
2. Social Life

Teaching and Learning Activities

1st – 2nd hours (A Good Democratic Citizen)

1. Ask students the question: What is a good democratic citizen?
2. Divide students into groups. Ask each group to find out
 - how we can have respect and show respect
 - how we can be united
 - how we can be smartAsk them to write their answers on a piece of paper. Let them present their findings in the classroom. Ask other students to share opinions.
3. Ask a student to read out the text of **The practices of a good democratic citizen** in Primary Education Smart Plus Textbook Social Studies P.5 on pages 33 and 34. Explain more.
4. Ask students to work in pairs to make a conceptual map to summarise this unit in their notebook.
5. Ask students to answer **Let's Think** in Primary Education Smart Plus Textbook Social Studies P.5 on page 34. Let them write their answers in their notebooks. Then randomly choose some students to present their answers.
6. Have students carry out **Activity 1** in Primary Education Smart Plus Textbook Social Studies P.5 on page 35 as their homework.
7. Encourage students to share opinions about the characteristics of a good democratic citizen. Ask them to write their answers as a conceptual map in their notebook.
8. Explain the characteristics of a good citizen. Refer to page 36 in Primary Education Smart Plus Textbook Social Studies P.5. Give some examples too.
9. Ask students to do **Activity 2** Primary Education Smart Plus Textbook Social Studies P.5 on page 37.

3rd – 4th hours (Social Life)

1. Divide students into groups of five to find out the meaning of these words.
 - a. Social status
 - b. Role
 - c. Rights
 - d. Duty
 - e. Freedom

Ask them to summarise these meanings as a conceptual map in their notebook.

2. Attach the word cards: Social Status, Role, Rights, Duty and Freedom on the board. Encourage them to share their opinions of the words.
3. Get a volunteer to read the text of **Social Life** in Primary Education Smart Plus Textbook Social Studies P.5 on pages 38 to 40. Explain more.
4. Ask students these questions:
 - a. What is your social status?
 - b. What are your roles?
 - c. What are your duties?
 - d. What are your freedoms?

Ask them to write the answers in their notebook. Randomly, choose some students to present their answers in the class.

5. Have students work on **Activity 3** in Primary Education Smart Plus Textbook Social Studies P.5 on page 41.
6. Summarise this unit and let students ask any questions if they do not understand.

5th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 1 “**Being A Good Citizen**”.
2. Guide students to summarise the Learning Areas of Unit 1.
3. Have students work on **Enrichment Activity** in Primary Education Smart Plus Textbook Social Studies P.5 on page 42.

Remark: Special Features: **Rule of Thumb** on page 43; **Volunteer for All** on page 44; and **Young Reporters** on page 44 can be added or carried out as special activities, subject to the teacher's consideration, suitability and time availability.

Emphasised Skills

1. Analytical thinking skill
2. Observation
3. Self-discipline
4. Speaking and writing skill
5. Sharing ideas/opinions

Learning Materials

1. Word cards: Social Status, Role, Rights, Duty and Freedom
2. Primary Education Smart Plus Textbook Social Studies P.5

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 2 Citizenship, Culture and Social Life

Unit 1 Being a Good Citizen

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further:

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Feeling after learning this unit:

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Knowledge gained from this unit: ..

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Application of knowledge from this unit on your daily life:

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

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

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Unit 2 Children's Rights

Indicators and learning areas (5 hours)

Indicators	Learning Areas
So2.1 Gr5/2 Propose methods of protecting themselves and others from violation of child rights.	<ul style="list-style-type: none">• Children's Rights• Child Abuse and Child Protection<ul style="list-style-type: none">- Child abuse- Child protection in Thailand

Learning Objectives

1. Understand that children have their rights protected by law and no one can violate their rights.
2. Understand that child abuse is wrong according to the law.
3. Understand that child protection in Thailand is important.

Learning Outcomes

1. State and explain children's rights.
2. State child abuse.

Learning Areas

1. Children's Rights
2. Child Abuse and Child Protection
 - Child abuse
 - Child protection in Thailand

Teaching and Learning Activities

1st – 2nd hours (Children's Rights)

1. Ask students to list children's right that they know.
2. Explain **Children's Rights**. Refer to pages 46 and 47 in Primary Education Smart Plus Textbook Social Studies P.5.
3. Work in pairs to make a conceptual map on children's rights. Let students present their work in the class.
4. Explain **Let's Know More** in Primary Education Smart Plus Textbook Social Studies P.5 on page 47. Encourage students to share their opinions.
5. Divide students into four groups. List the four rights of children on the board.
 1. Right to live
 2. Right to be developed
 3. Right to be protected
 4. Right to participate

Let them choose one of the rights to make a report. Their report should cover the areas:

- a. What does this right mean?
- b. How do children get this right?
- c. Share your experience on how you exercise this right.

Ask them to present their reports in the class.

6. Have students carry out **Practice 1** on page 48 in Primary Education Smart Plus Textbook Social Studies P.5.
7. Ask students to do **Activity 1** on page 49 in Primary Education Smart Plus Textbook Social Studies P.5 as their homework.

3rd – 4th hours (Child Abuse and Child Protection)

1. Get an article or newspaper cutting on child abuse. Ask students these questions:
 - a. How does it violate children's rights?
 - b. Find the way to protect and solve the problem.
2. Explain **Child abuse** on page 50 in Primary Education Smart Plus Textbook Social Studies P.5.
3. Work in pairs to list other forms of child abuse besides those listed on page 50 in Primary Education Smart Plus Textbook Social Studies P.5.
4. Have students carry out **Activity 2** on page 52 in Primary Education Smart Plus Textbook Social Studies P.5.
5. Ask students the question: How should we protect children?
6. Choose a student to read aloud the text on **Child protection in Thailand** on pages 50 and 51 in Primary Education Smart Plus Textbook Social Studies P.5. Explain more.
7. Let students share their opinions in the question of **Let's Think** on page 51 in Primary Education Smart Plus Textbook Social Studies P.5.

5th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 2 "**Children's Rights**".
2. Guide students to summarise the Learning Areas of Unit 2.
3. Have students do **Enrichment Activity** in Primary Education Smart Plus Textbook Social Studies P.5 on pages 53 and 54.

Remark: Special Features: **Rule of Thumb** on page 55; **Volunteer for All** on page 55; and **Young Reporters** on page 55 can be added or carried out as special activities, subject to the teacher's consideration, suitability and time availability.

Emphasised Skills

1. Analytical thinking skill
2. Observation
3. Self-discipline
4. Speaking and writing skill
5. Sharing ideas/opinions

Learning Materials

1. Article or newspaper cutting of child abuse
2. Primary Education Smart Plus Textbook Social Studies P.5

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 2 Citizenship, Culture and Social Life

Unit 2 Children's Rights

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further:

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Feeling after learning this unit:

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Knowledge gained from this unit: ..

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Application of knowledge from this unit on your daily life:

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

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

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Unit 3 Local Administration
Indicators and learning areas (8 hours)

Indicators	Learning Areas
So2.2 Gr5/1 Explain the structure, power, duties and importance of local administration.	<ul style="list-style-type: none">• The Meaning and Importance of Local Administration• Structure and Duties of Local Administration
So2.2 Gr5/2 Specify the roles, duties and methods of assuming posts in local administrations.	<ul style="list-style-type: none">• Roles of Local Administrators
So2.2 Gr5/3 Analyse the benefits to be received by communities from local administration organisations.	<ul style="list-style-type: none">• Public Services Offered by Local Administration Organization

Learning Objectives

1. Understand the meaning and importance of local administration.
2. Understand the structure and duties of local administration.
3. Understand the roles of local administrators.
4. Understand the benefits that people receive from local administration organization.

Learning Outcomes

1. State the meaning and importance of local administration.
2. Know and explain the structure and duties of local administration.
3. List the roles of local administrators.
4. State the public services offered by local administration organization.

Learning Areas

1. The Meaning and Importance of Local Administration
2. Structure and Duties of Local Administration
3. Roles of Local Administrators
4. Public Services Offered by Local Administration Organization

Teaching and Learning Activities

1st – 2nd hours (The Meaning and Importance of Local Administration, Structure and Duties of Local Administration)

1. Ask students the question: What is local administration?
2. Explain **The Meaning and Importance of Local Administration**. Refer to page 57 in Primary Education Smart Plus Textbook Social Studies P.5.
3. Have students do **Practice 1** on page 58 in Primary Education Smart Plus Textbook Social Studies P.5.
4. Choose a student to read aloud **Let's Know More** on page 58 in Primary Education Smart Plus Textbook Social Studies P.5.
5. Ask students to analyse the organization chart of local administration on page 59 in Primary Education Smart Plus Textbook Social Studies P.5. Explain more.
6. Ask students to brainstorm the name of the local administration that they know.
7. Work in pairs. Write down the duties of local administration. Ask them to present their work in the class.
8. Explain the **Structure of local administration** on pages 60 and 61 in Primary Education Smart Plus Textbook Social Studies P.5.
9. Ask students to make a conceptual map of the Provincial Administrative Organization in their notebook.
10. Discuss with students about the duties of the components of Municipality. Refer to pages 61 and 62 in Primary Education Smart Plus Textbook Social Studies P.5.

3rd – 4th hours (Structure and Duties of Local Administration)

1. Attach the picture of Sub-district Administrative Organization on the board.
Ask students what its duties are.
2. Explain their duties. Refer to pages 63 and 64 in Primary Education Smart Plus Textbook Social Studies P.5.
3. Ask students the question: Where can we find Special Administration?
Explain and refer to pages 64 and 65 in Primary Education Smart Plus Textbook Social Studies P.5.
4. Ask students to analyse the chart on page 66 in Primary Education Smart Plus Textbook Social Studies P.5. Elaborate more.
5. Choose three students to read aloud the text on pages 67 and 68 in Primary Education Smart Plus Textbook Social Studies P.5. Explain more.
6. Divide students into four groups. Ask each group to lot a number from 1 to 4.
Each number represent a title:
 1. Provincial Administrative Organization
 2. Municipality
 3. Sub-district Administrative Organization
 4. Special Administration

Have each group study their topic focusing on the structures and duty. Let each group share the knowledge by presenting their findings in the class.
7. Have students do **Activity** on page 69 in Primary Education Smart Plus Textbook Social Studies P.5.

5th – 6th hours (Roles of Local Administrators)

1. Attach these word cards on the board.
The Chief Executive of the Provincial Administrative Organization, The Governor, The Mayor, The Chief Executive of the Sub-district Administrative Organization, The Bangkok Governor, The Pattaya City Mayor.
Ask students the question: What are their roles? Let students share their opinions.

2. Explain based on the text on pages 70 to 72 in Primary Education Smart Plus Textbook Social Studies P.5.
3. Choose some students to read aloud the text on pages 70 to 72 in Primary Education Smart Plus Textbook Social Studies P.5.
4. Ask students to work in pairs to make a conceptual map of roles of local administrators.
5. Encourage students to brainstorm about other roles that they think these people should do.
6. Ask students to do **Practice 2** on pages 73 in Primary Education Smart Plus Textbook Social Studies P.5.

7th hour (Public Services Offered by Local Administration Organization)

1. Encourage students to brainstorm about the public services they receive from the local administration organization.
2. Get a student to read aloud the text on page 74 in Primary Education Smart Plus Textbook Social Studies P.5. Explain more.
3. Choose two students to relate their experiences in using the public services. Ask other students to express their opinions too.
4. Explain **Let's Know More** on page 74 in Primary Education Smart Plus Textbook Social Studies P.5.

8th (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 3 “**Local Administration**”.
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.5 on pages 75 to 77.

Remark: Special Features: **Rule of Thumb** on page 78; **Volunteer for All** on page 79; and **Young Reporters** on page 79 can be added or carried out as special activities, subject to the teacher's consideration, suitability and time availability.

Emphasised Skills

1. Analytical thinking skill
2. Observation
3. Self-discipline
4. Speaking and writing skill
5. Sharing ideas/opinions

Learning Materials

1. The picture of Sub-District Administrative Organization
2. Word cards:
 - The Chief Executive of the Provincial Administrative Organization
 - The Governor
 - The Mayor
 - The Chief Executive of the Sub-District Administrative Organization
 - The Bangkok Governor
 - The Pattaya City Mayor
3. Primary Education Smart Plus Textbook Social Studies P.5

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 2 Citizenship, Culture and Social Life

Unit 3 Local Administration

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further:

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Feeling after learning this unit:

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Knowledge gained from this unit: ..

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Application of knowledge from this unit on your daily life:

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

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

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Unit 4 Culture and Local Wisdom

Indicators and learning areas (5 hours)

Indicators	Learning Areas
So2.1 Gr5/3 Appreciate the values of Thai culture that affect the way of life in Thai society.	<ul style="list-style-type: none">• Thai Culture<ul style="list-style-type: none">- Meaning of Thai culture- Types of culture- Aspects of Thai culture- Values and importance of Thai culture- Preservation of Thai culture
So2.1 Gr5/4 Participate in the preservation and dissemination of the local wisdom of their communities.	<ul style="list-style-type: none">• Local Wisdom<ul style="list-style-type: none">- Meaning and aspects of local wisdom- Importance of local wisdom- Examples of the application of local wisdom- Preservation of local wisdom

Learning Objectives

1. Understand that we should preserve Thai culture.
2. Understand that we should preserve local wisdom.

Learning Outcomes

1. Practice to preserve Thai culture.
2. Participate in the preservation of local wisdom.

Learning Areas

1. Thai Culture

- Meaning of Thai culture
- Types of culture
- Aspects of Thai culture
- Values and importance of Thai culture
- Preservation of Thai culture

2. Local Wisdom

- Meaning and aspects of local wisdom
- Importance of local wisdom
- Examples of the application of local wisdom
- Preservation of local wisdom

Teaching and Learning Activities

1st – 2nd hours (Thai Culture)

1. Have a discussion about Thai culture. Focus on the meaning and types.
2. Review the meaning and types of culture on page 81 in Primary Education Smart Plus Textbook Social Studies P.5.
3. Attach pictures of Thai food, cloth, houses, religion, helping the other people and Rocket Festival on the board. Let students classify them into material culture or spiritual culture.
4. Ask students: What are the main aspects of Thai culture?
5. Choose some students to read aloud on pages 82 and 83 in Primary Education Smart Plus Textbook Social Studies P.5.
6. Review **Aspects of Thai culture** on pages 82 and 83 in Primary Education Smart Plus Textbook Social Studies P.5.
7. Encourage students to share their opinions about the values of Thai culture.
8. Explain **Values and importance of Thai culture** based on the text on page 84 in Primary Education Smart Plus Textbook Social Studies P.5.
9. Ask students to work in pairs to brainstorm on how to preserve Thai culture. Let them present their work in the class.

10. Explain **Preservation of Thai culture** based on the text on page 84 in Primary Education Smart Plus Textbook Social Studies P.5.
11. Have students carry out **Activity 1** no.1 on page 85 in Primary Education Smart Plus Textbook Social Studies P.5 as homework and no.2 on page 85 in Primary Education Smart Plus Textbook Social Studies P.5 in the class.

3rd – 4th (Local Wisdom)

1. Show a documentary video of our local wisdom. Have a discussion about the importance and effects of the local wisdom shown.
2. Encourage students to share their opinions about the meaning and aspects of local wisdom that they know.
3. Review **Meaning and aspects of local wisdom** on page 86 in Primary Education Smart Plus Textbook Social Studies P.5.
4. Ask students to write down the importance of local wisdom in their notebook.
5. Explain **Importance of local wisdom** based on the text on page 87 in Primary Education Smart Plus Textbook Social Studies P.5.
6. Divide students into groups. Ask each group to give an example of the application of local wisdom and explain that example. Let them present their work in the class.
7. Explain **Examples of the application of local wisdom** based on the text on pages 87 and 88 in Primary Education Smart Plus Textbook Social Studies P.5.
8. Encourage students to brainstorm on how to preserve local wisdom in Thailand.
9. Review **Preservation of local wisdom** based on the text on page 89 in Primary Education Smart Plus Textbook Social Studies P.5.
10. Ask students to do **Activity 2** on page 90 in Primary Education Smart Plus Textbook Social Studies P.5.

5th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 4 “**Culture and Local Wisdom**”.
2. Guide students to summarise the Learning Areas of Unit 4.
3. Have students do **Enrichment Activity** in Primary Education Smart Plus Textbook Social Studies P.5 on pages 91 and 92.
4. Encourage students to evaluate themselves by filling in **Evaluation Form** on page 94 in Primary Education Smart Plus Textbook Social Studies P.5.
5. To test students’ understanding of this chapter, ask students to work on **TEST** in Primary Education Smart Plus Textbook Social Studies P.5 on pages 95 to 98.

Remark: Special Features: **Rule of Thumb** on page 93; **Volunteer for All** on page 93; and **Young Reporters** on page 93 can be added or carried out as special activities, subject to the teacher’s consideration, suitability and time availability.

Emphasised Skills

1. Analytical thinking skill
2. Observation
3. Self-discipline
4. Speaking and writing skill
5. Sharing ideas/opinions

Learning Materials

1. Pictures of Thai food, cloth, house, religion, helping other people, Rocket Festival
2. Documentary video of local wisdom
3. Primary Education Smart Plus Textbook Social Studies P.5

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 2 Citizenship, Culture and Social Life

Unit 4 Culture and Local Wisdom

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 4:
Culture and
Local Wisdom**

Application of knowledge from this unit on your daily life:

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

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

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Chapter 3 Economics

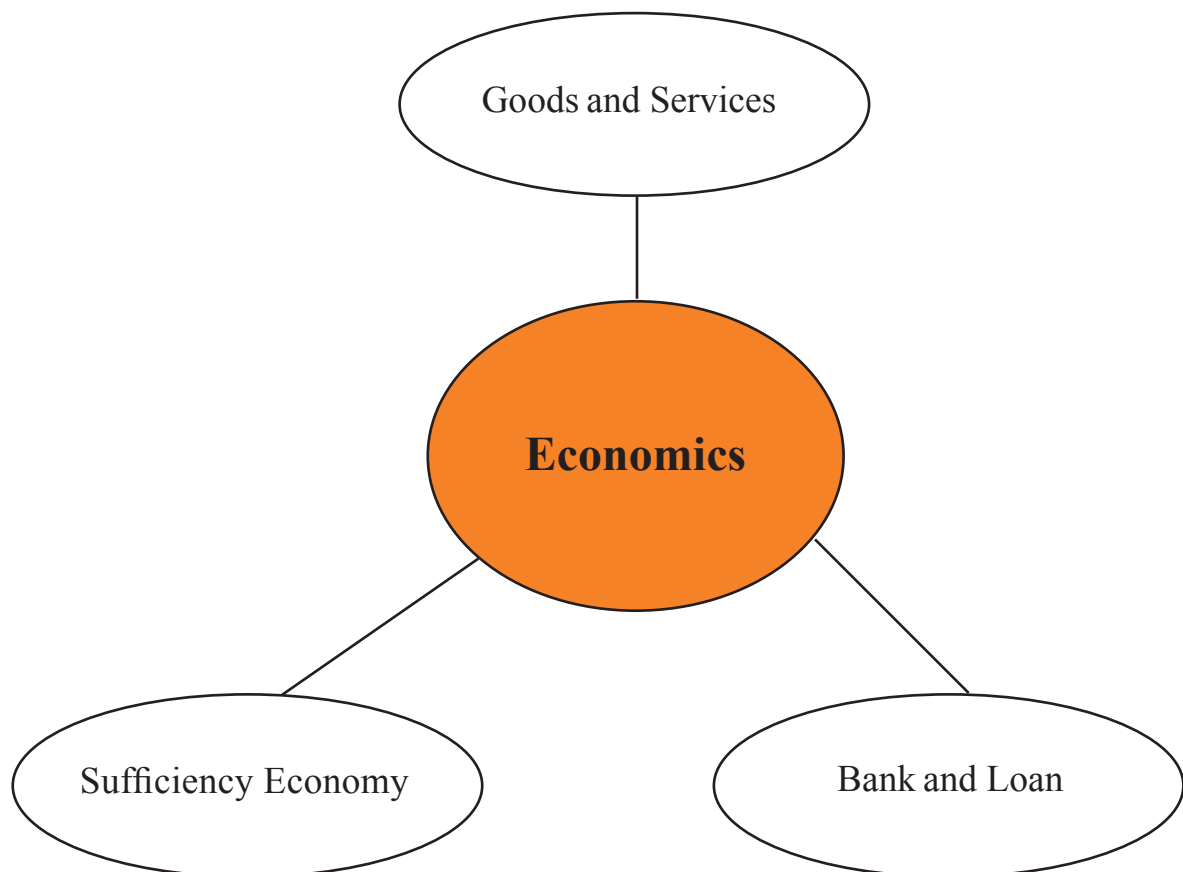
Strand 3 : Economics

(21 hours)

Standard So3.1 : Understanding and capability of managing resources for production and consumption; efficiency and cost-effective utilisation of limited resources available; and understanding 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 (7 hours)

Indicators	Learning Areas
So3.1 Gr5/1 Explain the factors for producing goods and services.	<ul style="list-style-type: none">• Factors of Production• Factors that Influence the Production of Goods and Services• Consumer Behaviour• Role of Technology in Production• Goods and Services in Community

Learning Objectives

1. Understand factors of production.
2. Understand factors that influence the production of goods and services.
3. Understand factors that influence consumer behaviour.
4. Understand the role of technology in the production of goods and services.
5. Understand goods and services produced in a community.

Learning Outcomes

1. State factors of production.
2. Explain factors that influence the production of goods and services.
3. List the factors that influence consumer behaviour when buying goods and services.
4. Know the roles of technology in production of goods and services.
5. State the goods and services produced in a community.

Learning Areas

1. Factors of Production
2. Factors that Influence the Production of Goods and Services
3. Consumer Behaviour
4. Role of Technology in Production
5. Goods and Services in Community

Teaching and Learning Activities

1st hour (Factors of Production)

1. Ask students: What are the factors of production?
2. Show students pictures of office, workers, money and the buyers. Ask students to classify the pictures into the four types of factors of production.
3. Explain **Factors of Production**. Refer to the text on page 101 in Primary Education Smart Plus Textbook Social Studies P.5.
4. Ask students to work in pairs to list factors to produce goods or service. Let them show their answers in the class.
5. Have students carry out **Activity 1** on page 102 in Primary Education Smart Plus Textbook Social Studies P.5.

2nd hour (Factors that Influence the Production of Goods and Services)

1. Show students pictures of goods and services. Have a discussion with students about the factors that influence the production of those goods and services.
2. Explain **Factors that Influence the Production of Goods and Services**. Refer to the text on page 103 in Primary Education Smart Plus Textbook Social Studies P.5.
3. Have students do **Practice 1** on page 104 in Primary Education Smart Plus Textbook Social Studies P.5.
4. Encourage students to brainstorm about the factors that influence the production of goods and services besides those listed in Primary Education Smart Plus Textbook Social Studies P.5.
5. Conclude the factors that influence the production of goods and services. Let students ask any questions.

3rd hour (Consumer Behaviour)

1. Ask students: What factors influence you when you are buying goods and services?
2. Have a discussion with students about consumer behaviours.
3. Explain **Consumer Behaviour** on page 105 in Primary Education Smart Plus Textbook Social Studies P.5.
4. Divide students into groups. Ask them to brainstorm about the factors that influence consumer behaviour. Let them present their work in the class.
5. Ask students to do **Practice 2** on page 106 in Primary Education Smart Plus Textbook Social Studies P.5.

4th – 5th hours (Role of Technology in Production)

1. Ask students: How does technology help in production of goods and services?
2. Ask students to work in pairs. They need to list the technology used in production of goods and services. Let them show their work in the class.
3. Show pictures of a tractor and a machine. Ask students: Which areas of production use these things?
4. Explain **Role of Technology in Production**. Refer to the text on pages 107 and 108 in Primary Education Smart Plus Textbook Social Studies P.5.
5. Ask students to list the advantages of using technology in production of goods and services. Choose a few students to present their ideas.
6. Have students do **Activity 2** on page 109 in Primary Education Smart Plus Textbook Social Studies P.5.
7. Tell students how we can use technology in production in the environmental friendly ways.

6th hour (Goods and Services in Community)

1. Ask students: Which goods or services are famous in your community?
2. Ask students to draw a picture of prominent goods and services in their community. Choose some students to explain the prominent goods or services of their community. Let other students share their opinions.
3. Explain **Goods and Services in Community**. Refer to the text on page 110 in Primary Education Smart Plus Textbook Social Studies P.5.

7th 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.5 on pages 111 and 112.

Emphasised Skills

1. Analytical thinking skill
2. Observation
3. Self-discipline
4. Speaking and writing skill
5. Sharing ideas/opinions

Learning Materials

1. Pictures of office, workers, money and the person
2. Pictures of goods and services
3. Pictures of tractors and machine
4. Primary Education Smart Plus Textbook Social Studies P.5.

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 3 Economics

Unit 1 Goods and Services

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further:

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Feeling after learning this unit:

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Knowledge gained from this unit: ..

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**Unit 1:
Goods and Services**

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 Bank and Loan

Indicators and learning areas (7 hours)

Indicators	Learning Areas
So3.2 Gr5/1 Explain basic roles and functions of banks.	<ul style="list-style-type: none">• Bank<ul style="list-style-type: none">- Roles of banks- Cash deposit and with drawal- Interest
So3.2 Gr5/2 Identify advantages and disadvantages of borrowing.	<ul style="list-style-type: none">• Credit and Loan

Learning Objectives

1. Understand the roles of banks.
2. Understand cash deposit and withdrawal.
3. Understand types of interest in bank.
4. Understand the credit and loan systems.
5. Understand the advantages and disadvantages of loan.

Learning Outcomes

1. Know and be able to use banks based on their roles.
2. Explain cash deposit and withdrawal.
3. State types of interest in bank.
4. Know the credit and loan systems.
5. State the advantages and disadvantages of loan.

Learning Areas

1. Bank
 - Roles of banks
 - Cash deposit and withdrawal
 - Interest
2. Credit and Loan

Teaching and Learning Activities

1st – 2nd hours (Roles of banks)

1. Ask students: What is bank?
2. Have discussion with students about roles of banks.
3. Divide students into groups to list the types of banks and their roles based on their understanding. Let them present their work in the class and let other students share their opinions.
4. Explain **Roles of banks** based on the text on pages 114 to 116 in Primary Education Smart Plus Textbook Social Studies P.5.
5. Ask students to draw a conceptual map of roles of banks in their notebook.
6. Ask a students to read **Let's Know More** on page 115 in Primary Education Smart Plus Textbook Social Studies P.5. Explain more.
7. Show logos of each bank in Thailand. Ask students to classify according to the types. Write the answers on the board.
8. Ask students to carry out **Practice 1** on pages 116 and 117 in Primary Education Smart Plus Textbook Social Studies P.5.

3rd – 4th hours (Cash deposit and withdrawal, Interest)

1. Ask students: What is cash deposit?
2. Encourage them to share their opinions about the types of bank accounts.
3. Show students deposit slip and explain details needed to fill in it. Nowadays, most banks offer a convenient way for cash deposit by simply presenting our own passbook and cash that we want to deposit to a bank officer without filling in a deposit slip. The officer will make cash deposit into our bank account and give us a deposit slip as an evidence of making cash deposit.

4. Choose two students to read aloud the text on pages 117 and 118 in Primary Education Smart Plus Textbook Social Studies P.5. Explain more.
5. Have a discussion with students about cash withdrawal.
6. Explain cash withdrawal. Refer to the text on page 118 in Primary Education Smart Plus Textbook Social Studies P.5.
7. Show students a withdrawal slip and explain the details needed to fill in. Explain more that nowadays, account holders do not need to fill in a withdrawal slip. They only present their own passbook and the identification card to a bank officer for cash withdrawal, as well as informing a bank officer the number of money they want to withdraw. The officer will make cash withdrawal from their bank account and give them money and a withdrawal slip as an evidence of making cash withdrawal. It is one of convenient banking services that most banks offer to their customers.
8. Ask students: What are electronic banking and mobile banking? Encourage them to share their opinions and explain more. Refer to the text of **Electronic banking and mobile banking** on page 119 in Primary Education Smart Plus Textbook Social Studies P.5.
9. Ask students to write the meaning of interest in their notebook. Choose some students to answer and let other students share their opinions.
10. Explain **Interest** based on the text on pages 119 and 120 in Primary Education Smart Plus Textbook Social Studies P.5.
11. Have students do **Activity** on page 120 in Primary Education Smart Plus Textbook Social Studies P.5.

5th – 6th hours (Credit and Loan)

1. Have a discussion with students about the meaning of credit.
2. Explain credit based on the text on page 121 in Primary Education Smart Plus Textbook Social Studies P.5.
3. Ask students: What is a loan?
4. Ask students to work in pairs to summarise loan system in a chart form. Let them present their work in the class.
5. Discuss with students about the types of loan and qualifications of the loan applicant.

6. Explain **Loan system** based on the text of pages 121 and 122 in Primary Education Smart Plus Textbook Social Studies P.5.
7. Explain **Let's Know More** on page 122 in Primary Education Smart Plus Textbook Social Studies P.5.
8. Divide students into groups to brainstorm about advantages and disadvantages of taking a loan. Ask them write their ideas as a conceptual map. Let them present their work in the class.
9. Explain **Advantages and disadvantages of taking a loan**. Refer to pages 122 and 123 in Primary Education Smart Plus Textbook Social Studies P.5.
10. Ask students to do **Practice 2** on page 123 in Primary Education Smart Plus Textbook Social Studies P.5.
11. Explain **Let's Know More** on page 123 in Primary Education Smart Plus Textbook Social Studies P.5.

7th hour (Conclusion)

1. Guide students to summarise the lesson in Unit 2 “**Bank and Loan**”.
2. Guide students to summarise the Learning Areas of Unit2.
3. Have students do **Enrichment Activity** in Primary Education Smart Plus Textbook Social Studies P.5 on page 124.

Emphasised Skills

1. Analytical thinking skill
2. Observation
3. Self-discipline
4. Speaking and writing skill
5. Sharing ideas/opinions

Learning Materials

1. Logos of each bank in Thailand
2. Deposit slip
3. Withdrawal slip
4. Primary Education Smart Plus Textbook Social Studies P.5

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 3 Economics

Unit 2 Bank and Loan

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further:

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Feeling after learning this unit:

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Knowledge gained from this unit: ..

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Application of knowledge from this unit on your daily life:

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

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

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Unit 3 Sufficiency Economy

Indicators and learning areas (7 hours)

Indicators	Learning Areas
So3.1 Gr5/2 Apply the concepts of the Sufficiency Economy Philosophy in organising various activities in family, school and community.	<ul style="list-style-type: none">• Sufficiency Economy<ul style="list-style-type: none">- Principles of Sufficiency Economy- Philosophy of Sufficiency Economy• Application of the Philosophy of Sufficiency Economy
So3.1 Gr5/3 Explain the main principles and benefits of a cooperative.	<ul style="list-style-type: none">• Cooperative<ul style="list-style-type: none">- Main principles of cooperatives- Advantages of having cooperatives- Types of cooperatives- Establishing and managing a cooperative in a school

Learning Objectives

1. Understand the principles of Sufficiency Economy.
2. Understand the Philosophy of Sufficiency Economy.
3. Understand the application of the Philosophy of Sufficiency Economy.
4. Understand cooperative.

Learning Outcomes

1. Know principles of Sufficiency Economy.
2. Practice and apply Philosophy of Sufficiency Economy in daily life.
3. Explain cooperative.

Learning Areas

1. Sufficiency Economy
 - Principles of Sufficiency Economy
 - Philosophy of Sufficiency Economy
2. Application of the Philosophy of Sufficiency Economy
3. Cooperative
 - Main principles of cooperatives
 - Advantages of having cooperatives
 - Types of cooperatives
 - Establishing and managing a cooperative in a school

Teaching and Learning Activities

1st – 2nd hours (Sufficiency Economy)

1. Ask students to write their understanding of Sufficiency Economy in their notebook.
2. Choose some students to read aloud their understandings. Let other students share their opinions.
3. Explain **Principles of Sufficiency Economy**. Refer to page 126 in Primary Education Smart Plus Textbook Social Studies P.5.
4. Let students study **Philosophy of Sufficiency Economy** on page 127 in Primary Education Smart Plus Textbook Social Studies P.5.
5. Explain **Philosophy of Sufficiency Economy** on page 128 in Primary Education Smart Plus Textbook Social Studies P.5 by using the diagram on page 127. Give more examples.
6. Help students to make Philosophy of Sufficiency Economy as a conceptual map in their notebook.

7. Ask students to tell how they practise according to Philosophy of Sufficiency Economy in daily life.
8. Have students do **Practice 1** on page 129 in Primary Education Smart Plus Textbook Social Studies P.5.

3rd hour (Application of the Philosophy of Sufficiency Economy)

1. Ask students: How can you apply Philosophy of Sufficiency Economy in your daily life?
2. Ask three students to read aloud the text on pages 130 and 131 in Primary Education Smart Plus Textbook Social Studies P.5. Explain more.
3. Divide students into groups. Ask them to brainstorm on how to apply Philosophy of Sufficiency Economy at home, in school and in the community. Let them present their work in the class.
4. Conclude **Application of the Philosophy of Sufficiency Economy**.
5. Tell students to visit the website in **Let's Know More** on page 131 in Primary Education Smart Plus Textbook Social Studies P.5.
6. Have students do **Activity 1** on page 132 in Primary Education Smart Plus Textbook Social Studies P.5.

4th – 6th hours (Cooperative)

1. Ask students: Are you a member of a cooperative?
2. Have a discussion with students about the meaning of cooperative.
3. Ask students to work in pairs to brainstorm about the main principles of cooperatives. Let them present their answer in the class.
4. Explain **Main principles of cooperatives**. Refer to the text on page 133 in Primary Education Smart Plus Textbook Social Studies P.5.
5. Ask students: What was the first cooperative? Refer to **Let's Know More** on page 133 in Primary Education Smart Plus Textbook Social Studies P.5.
6. Divide students into groups to brainstorm about the advantages of having cooperatives. Let them present their work in the class.
7. Choose a student to read aloud the text on pages 133 and 134 in Primary Education Smart Plus Textbook Social Studies P.5.

8. Show students pictures of six types of cooperative. Attach the names of the six cooperatives on board. Let students match the pictures with the names.
9. Explain more about **Types of cooperatives** based on the text on pages 134 and 135 in Primary Education Smart Plus Textbook Social Studies P.5.
10. Have students carry out **Practice 2** on page 136 in Primary Education Smart Plus Textbook Social Studies P.5 as their homework.
11. Ask students to do **Activity 2** on page 136 in Primary Education Smart Plus Textbook Social Studies P.5.
12. Have a discussion with students on how to establish and manage a cooperative in a school. Refer to pages 137 and 138 in Primary Education Smart Plus Textbook Social Studies P.5.
13. Have students carry out **Activity 3** on page 138 in Primary Education Smart Plus Textbook Social Studies P.5.

7th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 3 “**Sufficiency Economy**”.
2. Guide students to summarise the Learning Areas of Unit 3.
3. Have students do **Enrichment Activity** in Primary Education Smart Plus Textbook Social Studies P.5 on page 139.
4. Encourage students to evaluate themselves by filling in **Evaluation Form** on page 143 in Primary Education Smart Plus Textbook Social Studies P.5.
5. To test students’ understanding of this chapter, ask students to work on **TEST** in Primary Education Smart Plus Textbook Social Studies P.5 on pages 144 to 147.

Remark: Special Features: **Track My Spending** on pages 140 to 142; **Market Fair** on page 142; and **Young YouTubers** on page 142 can be added or carried out as special activities, subject to the teacher’s consideration, suitability and time availability.

Emphasised Skills

1. Analytical thinking skill
2. Observation
3. Self-discipline
4. Speaking and writing skill
5. Sharing ideas/opinions

Learning Materials

1. Pictures of six types of cooperatives and its names
2. Primary Education Smart Plus Textbook Social Studies P.5

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 3 Economics

Unit 3 Sufficiency Economy

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further:

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Feeling after learning this unit:

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Knowledge gained from this unit: ..

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Application of knowledge from this unit on your daily life:

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

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

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Chapter 4 History

Strand 4: History

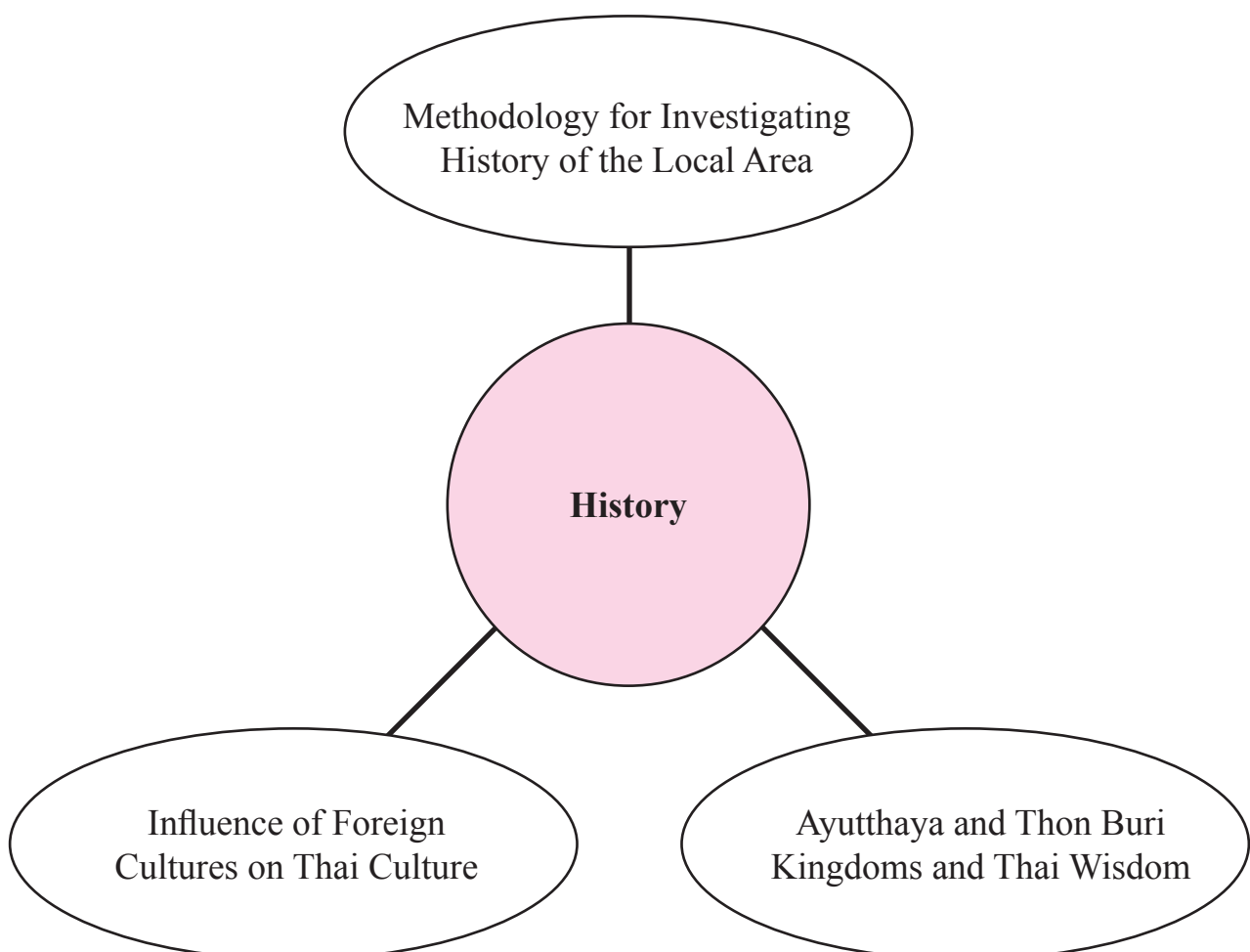
(40 hours)

Standard So4.1: Understanding of the meaning and significance of historical times and periods; and ability to avail of historical methodology for systemic 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 change 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 Methodology for Investigating History of the Local Area

Indicators and learning areas (7 hours)

Indicators	Learning Areas
So4.1 Gr5/1 Investigate historical development of the local area by using a variety of evidence.	• Investigation Methodology of the History of the Local Area
So4.1 Gr5/2 Collect data from various sources in order to reasonably answer historical questions.	- Data search and collection from various sources
So4.1 Gr5/3 Explain differences between truths and facts concerning the history of the local area.	• Activity

Learning Objectives

1. Understand the investigation methodology of the history of the local area.
2. Understand the reason of data collection from various sources.
3. Understand the differences between truths and facts.

Learning Outcomes

1. Know and undertake the processes of historical methodology for investigating the history of the local area.
2. Know and collect data from various sources.
3. Explain the differences between truths and facts.

Learning Areas

- Investigation Methodology of the History of the Local Area
 - Determination of a topic we are interested in or would like to study
 - Data search and collection from various sources
 - Examination of data correctness
 - Data summary
 - Presentation

Teaching and Learning Activities

1st – 3rd hours (Investigation Methodology of the History of the Local Area)

1. Show the pictures of local culture or tradition, for example Yi Peng festival, Rocket festival, Lotus Throwing festival, long boat racing festival, etc. to students. Ask them about the names of the traditions, where the traditions take place and the importance of the traditions.
2. Explain more that those traditions reflect the identity of each local area and are worth to be preserved and studied.
3. Ask students the questions:
 - Why do we have to study history of the local area?
 - How do we study the history of the local area?Discuss in class and write answers on the board.
4. Ask students to read out the text of Investigation Methodology of the History of the Local Area in Primary Education Smart Plus Textbook Social Studies P.5 on page 150. Explain more.
5. Let students guess how many steps of investigating history of the local area there are and what they are.
6. Explain the five processes of the historical methodology. Refer to pages 151 to 153 in Primary Education Smart Plus Textbook Social Studies P.5.
7. Explain the first process: Determination of a topic we are interested in or would like to study by referring to the text on page 151 in Primary Education Smart Plus Textbook Social Studies P.5.
8. Explain the second topic: Data search and collection from various sources by referring to the text on page 151 in Primary Education Smart Plus Textbook Social Studies P.5.
9. Explain more about the written records and the material remains and show some pictures of them.
10. Work in pairs to list where they can find reliable data for the study of the history of a local area. Then randomly choose some students to present their answers.
11. Explain **Let's Know More** on page 152 in Primary Education Smart Plus Textbook Social Studies P.5.

12. Explain more about the primary sources and the secondary sources and show some pictures of them.
13. Ask students to answer **Let's Think** in Primary Education Smart Plus Textbook Social Studies P.5 on page 152. Let them write their answers in their notebooks.
14. Have students carry out **Practice** in Primary Education Smart Plus Textbook Social Studies P.5 on page 154 as their homework.

4th – 5th hours (Examination of data correctness, Data summary & Presentation)

1. Encourage students to share their opinions about what examination of data correctness means and why this process is important.
2. Explain the examination of data correctness. Refer to the text on pages 152 and 153 in Primary Education Smart Plus Textbook Social Studies P.5.
3. Get a volunteer to read the text of examination of data correctness in Primary Education Smart Plus Textbook Social Studies P.5 on pages 152 and 153.
4. Let students guess the differences between truths and facts.
5. Explain the differences between truths and facts by referring to **Let's Know More** on page 153 in Primary Education Smart Plus Textbook Social Studies P.5.
6. Ask students: What is the process after the process of data examination? Why is this process important?
7. Explain the data summary. Refer to the text on page 153 in Primary Education Smart Plus Textbook Social Studies P.5.
8. Ask students the question: What is the last process of investigating history of the local area?
9. Let students guess the ways to present their information after the investigating history of the local area. Get volunteers to answer the question.
10. Explain the presentation. Refer to the text on page 153 in Primary Education Smart Plus Textbook Social Studies P.5.
11. Ask students to make a conceptual map to summarise the five processes of the historical methodology for studying the history of the local area in their notebook and write about the importance of each process.

6th hour (Activity)

1. Review the differences between truths and facts before carrying out the activity.
2. Divide students into groups of 4 or 5 persons to find the historical evidence that contains truths and facts and analyse them.
3. Ask students to present what they have analysed in the class.

7th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 1 “**Methodology for Investigating History of the Local Area**”.
2. Guide students to summarise the Learning Areas of Unit 1.

Emphasised Skills

1. Analytical thinking skill
2. Observation
3. Speaking and writing skills
4. Sharing ideas/opinions
5. Working in team

Learning Materials

1. Pictures of local culture or tradition: Yi Peng festival, Rocket festival, Phi Ta Khon festival, long boat racing festival
2. Pictures of written records and material remains
3. Pictures of primary sources and secondary sources
4. Primary Education Smart Plus Textbook Social Studies P.5

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 4 History

Unit 1 Methodology for Investigating History of the Local Area

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 Influence of Foreign Culture on Thai Culture

Indicators and learning areas (12 hours)

Indicators	Learning Areas
So4.2 Gr5/1 Explain in brief the influence of Indian and Chinese civilisations on Thailand and Southeast Asia.	<ul style="list-style-type: none">• Influence of Indian and Chinese Civilisations on Thai Culture<ul style="list-style-type: none">- Indian civilisation- Chinese civilisation
So4.2 Gr5/2 Discuss in brief the influence of foreign cultures on the present Thai society.	<ul style="list-style-type: none">• Influence of Foreign Culture on Thai Culture

Learning Objectives

1. Understand the influence of Indian and Chinese civilisations on Thai culture.
2. Understand the influence of foreign culture on Thai culture.

Learning Outcomes

1. Know and differentiate the influence of Indian and Chinese civilisations on Thai culture.
2. Explain the influence of foreign culture on Thai culture.
3. Specify the influence of Indian, Chinese and foreign cultures on Thai culture.

Learning Areas

1. Influence of Indian and Chinese Civilisations on Thai Culture
 - Indian civilisation
 - Chinese civilisation
2. Influence of Foreign Culture on Thai Culture

Teaching and Learning Activities

1st hour (Influence of Indian and Chinese Civilisations on Thai Culture)

1. Divide students into groups and give them the pictures of the influence of Indian, Chinese and foreign cultures on Thai culture. Then attach three word cards on the board: Indian culture, Chinese culture and Foreign culture.
2. Ask students to brainstorm which given pictures reflect the Indian, Chinese and foreign cultures on Thai culture and ask volunteers of each group to attach the pictures according to the right words on the board. Then present their reasons.
3. After the presentation, explain what each picture shows and how it relates to the Indian, Chinese and foreign cultures on Thai culture.
4. Explain more that these cultures, especially Indian and Chinese civilisations, have played the important part in forming Thai culture and traditions which have been passed down from generations to generations until today.
5. Ask students the questions: How were Indian and Chinese civilisations brought to Thailand and Southeast Asia? Who played major roles in spreading the civilisations?
6. Explain more by referring to the text on page 156 in Primary Education Smart Plus Textbook Social Studies P.5.

2nd – 3rd hours (Indian civilisation: Religion & Administration)

1. Show the pictures of religious ceremonies in Buddhism and important rituals, for example Buddhist Lent Candles Making, Candle Procession on Buddhist Lent Day, Kathin ceremony, the king's coronation ceremony, the Royal Ploughing ceremony, etc. to students. Ask them what each picture is about and these ceremonies are derived from what culture.
2. Explain that Thai culture has been influenced by the Indian civilisation in many aspects. The apparent evidence demonstrating the influence of the Indian civilisation includes religion, administration, art, language & literary works and culture.
3. Explain about the religion by referring to the text on page 156 in Primary Education Smart Plus Textbook Social Studies P.5.

4. Choose some students to read '**Religion**' topic aloud on page 156 in Primary Education Smart Plus Textbook Social Studies P.5.
5. Show the pictures of Buddhist Lent Candles Making, Candle Procession on Buddhist Lent Day, Kathin ceremony and relate that these Buddhist ceremonies are the obvious evidence that Thailand adopted principles, beliefs and rites of Buddhism from India through monks who were sent to spread Buddhism in Thailand.
6. Encourage students to cite more examples of religious ceremonies and important rituals that have been influenced by the Indian civilisation.
7. Ask students: Apart from religion, what else have been influenced by the Indian civilisation?
8. Ask students: Have they ever heard about the words '*Devaraja*' and '*Dhammaraja*'? What these two words mean?
9. Explain more by referring to the '**Administration**' topic on page 157 in Primary Education Smart Plus Textbook Social Studies P.5.
10. Choose a student to read 'Administration' topic aloud on page 157 in Primary Education Smart Plus Textbook Social Studies P.5.
11. Ask students to summarise the aspects of the Indian civilisation have been influenced over Thai culture and their importance in their notebook.

4th – 5th hours (Indian civilisation: Art, Language and literary works & Culture)

1. Encourage students to cite examples of art that reflect the Indian civilisation.
2. Show the pictures of Thai art (historical sites, such as temples, pagoda, monastery, mural paintings that show the epic of Ramayana, Prasat Hin, deity sculptures, etc.) to students.
3. Explain the importance of each picture. Relate that these are clear evidence that reflects respect and deep faith of Thai people in Buddhism. Besides Buddhist beliefs, the influence of Hinduism also spread to Thailand. Prasat Hin and deity sculptures found in many provinces of Thailand are evidence of the influence of Hinduism.
4. Explain the '**Art**' topic. Refer to page 157 in Primary Education Smart Plus Textbook Social Studies P.5.

5. Ask students to work in pairs to write their opinions about how to preserve Thai art sustainably in their notebook. Then randomly choose some students to present their answers.
6. Ask students to cite examples of Pali words and Sanskrit words that they know.
7. Explain more that these words are also the influence of the Indian civilisation on Thai culture including literary works. Refer to the text on page 158 in Primary Education Smart Plus Textbook Social Studies P.5.
8. Choose some students to read **‘Language and literary works’** topic aloud on page 158 in Primary Education Smart Plus Textbook Social Studies P.5.
9. Show a clip about Ramayana for students’ better understanding.
10. Ask students to cite other examples of the Indian influence over Thai culture.
11. Show pictures of chicken massaman curry; martabak roti; ripe areca nuts and betel leaves; and jong kraben-style pants, etc.
12. Explain that they are the clear evidence of the Indian influence over Thai culture based on the text of Culture on page 158 in Primary Education Smart Plus Textbook Social Studies P.5.
13. Ask students to summarise the further aspects of the Indian civilisation that have been influenced over Thai culture and their importance in their notebook.

6th – 8th hours (Chinese civilisation)

1. Show the pictures of Chinese New Year festival, the rituals of god and ancestor worship, Chinese opera, chopsticks, tea set, Chinese food, etc. to students. Ask them what each picture is about and which culture that these pictures reflect.
2. Explain that Thai culture has been influenced by the Chinese civilisation in many aspects. The apparent evidence revealing the influence of the Chinese civilisation on Thai culture includes beliefs and traditions, art, trade, language & literary works and culture.

3. Explain about **Beliefs and traditions** based on the text on page 159 in Primary Education Smart Plus Textbook Social Studies P.5.
4. Choose some volunteers who have first-hand experience about Chinese New Year ceremony to tell what they usually do on that day and how they felt after participation in the ceremony. Ask other students to appreciate what their friends share.
5. Encourage students to cite examples of art that has been influenced by the Chinese civilisation.
6. Show the pictures of Wat Ratcha Orasaram Ratchaworawihan and Wat Thepthidaram to students to let them see the combination of Thai and Chinese art for architecture.
7. Explain more about **'Art'** topic based on page 159 in Primary Education Smart Plus Textbook Social Studies P.5.
8. Choose a student to read **'Trade'** topic aloud on page 160 in Primary Education Smart Plus Textbook Social Studies P.5. Explain more.
9. Ask students the question in **Let's Think** on page 160 in Primary Education Smart Plus Textbook Social Studies P.5. Let students write down their answer in their notebook. Then randomly choose some students to present their answers.
10. Explain more by referring to the **'Language and literary works'** topic on page 160 in Primary Education Smart Plus Textbook Social Studies P.5.
11. Show a clip about Romance of the Three Kingdoms (Samkok) for students' better understanding.
12. Encourage students to cite examples of the Chinese culture.
13. Choose a student to read **'Culture'** topic aloud on page 160 in Primary Education Smart Plus Textbook Social Studies P.5. Explain more
14. Ask students to make a conceptual map to summarise the aspects of the Chinese influence over Thai culture in their notebook and write about the importance of each aspect.

9th – 10th hours (Influence of Foreign Culture on Thai Culture)

1. Ask students to write the following topics in their notebook:

- Favourite cartoon or movie
- Favourite food
- Favourite book
- Favourite hobby
- Favourite kind of music

Ask them to write about these topics in brief and the reasons they like them.

Then randomly choose some students to present their answers.

2. From the students' answers, explain more that currently, the foreign culture, especially from the western countries, has a strong influence on Thai culture in many aspects and has become an integral part of Thai people's way of life. The apparent evidence revealing the influence of the foreign culture over Thai culture includes language & literature, technology, food, and art & music.
3. Encourage students to share their opinions about the foreign words that they usually use in everyday life.
4. Explain the '**Language & literature**' topic based on the text on page 161 in Primary Education Smart Plus Textbook Social Studies P.5.
5. Ask students the questions: What the electronic appliance is the most important to their daily life? Why? Write their answers on board.
6. Explain that many electronic appliances that we use in our daily life are other apparent examples that demonstrate the influence of foreign culture over Thai culture. Refer to the '**Technology**' topic on page 161 in Primary Education Smart Plus Textbook Social Studies P.5.
7. According to the food that students like, explain that these foods are also evidence showing the influence of foreign culture on Thai culture. Refer to the '**Food**' topic on page 162 in Primary Education Smart Plus Textbook Social Studies P.5.
8. Suggest students to avoid food that contains a high quantity of fat, carbohydrate and sugar.

9. According to the kinds of music that students like, explain that these kinds of music are also evidence showing the influence of foreign culture on Thai culture. Refer to the ‘**Art and music**’ topic on page 162 in Primary Education Smart Plus Textbook Social Studies P.5.
10. Ask students the question in **Let’s Think** on page 162 in Primary Education Smart Plus Textbook Social Studies P.5. Let students write down their answer in their notebook. Then randomly choose some students to present their answers.
11. Ask students to make a conceptual map to summarise the aspects of the foreign influence over Thai culture in their notebook and write about the importance of each aspect.
12. Have students carry out **Practice** in Primary Education Smart Plus Textbook Social Studies P.5 on page 163 as their homework.

11th hour (Activity)

1. Divide students into three groups to find more examples of influence of foreign cultures including Indian, Chinese and western cultures over the countries in Southeast Asia and Thailand.
2. Ask students to present what they have searched in the class, together with showing pictures of the culture and explaining its kind of influence.
3. Explain more about what students searched and appreciate their hard work.

12th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 2 “**Influence of Foreign Cultures on Thai Culture**”.
2. Guide students to summarise the Learning Areas of Unit 2.

Emphasised Skills

1. Analytical thinking skill
2. Observation
3. Speaking and writing skills
4. Sharing ideas/opinions
5. Working in team

Learning Materials

1. Word cards:

- Indian culture
- Chinese culture
- Foreign culture

2. Pictures:

- Buddhist Lent Candles Making
- Candle Procession on Buddhist Lent Day
- Kathin ceremony
- King's coronation ceremony
- Royal Ploughing ceremony
- Thai art (historical sites, such as temples, pagoda, monastery, mural paintings that show the epic of Ramayana, Prasat Hin, deity sculptures, etc.)
- Chicken massaman curry
- Martabak roti
- Ripe areca nuts and betel leaves
- Jong kraben-style pants
- Chinese New Year festival
- Rituals of god and ancestor worship
- Chinese opera
- Chopsticks
- Tea set
- Chinese food
- Wat Ratcha Orasaram Ratchaworawihan
- Wat Thepthidaram

3. Clip about Ramayana

4. Clip about Romance of the Three Kingdoms (Samkok)

5. Primary Education Smart Plus Textbook Social Studies P.5

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 4 History

Unit 2 Influence of Foreign Cultures on Thai Culture

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further:

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Feeling after learning this unit:

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Knowledge gained from this unit: ..

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Application of knowledge from this unit on your daily life:

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

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

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Unit 3 Ayutthaya and Thon Buri Kingdoms and Thai Wisdom

Indicators and learning areas (15 hours)

Indicators	Learning Areas
So4.3 Gr5/1 Explain in brief the development of the Ayutthaya and Thon Buri kingdoms.	<ul style="list-style-type: none">• Political Development of the Ayutthaya Kingdom• Economic and Trade Development of the Ayutthaya Kingdom• Development of the Thon Buri Kingdom• King Taksin the Great's Royal Duties after Establishment of the Thon Buri Kingdom
So4.3 Gr5/2 Explain factors contributing to economic prosperity and administrative achievements of the Ayutthaya kingdom.	<ul style="list-style-type: none">• Factors Enhancing Political and Economic Prosperity of the Ayutthaya Kingdom
So4.3 Gr5/3 Tell the lives and achievements of important persons of the Ayutthaya and Thon Buri periods whom they are proud of.	<ul style="list-style-type: none">• Activity
So4.3 Gr5/4 Explain about important Thai wisdom of the Ayutthaya and Thon Buri periods that they are proud of and should be preserved.	<ul style="list-style-type: none">• Thai Wisdom of the Ayutthaya and Thon Buri Periods

Learning Objectives

1. Understand the factors enhancing political and economic prosperity of the Ayutthaya kingdom.
2. Understand the political, economic and trade development of the Ayutthaya kingdom.
3. Understand the development of the Thon Buri kingdom and King Taksin the Great's royal duties after establishment of the Thon Buri kingdom.
4. Understand the Thai wisdom of the Ayutthaya and Thon Buri periods.

Learning Outcomes

1. Analyse the factors enhancing political and economic prosperity of the Ayutthaya kingdom.
2. Know the political, economic and trade development of the Ayutthaya kingdom.
3. Know the development of the Thon Buri kingdom and King Taksin the Great's royal duties after establishment of the Thon Buri kingdom.
4. Explain and list the Thai wisdom of the Ayutthaya and Thon Buri periods.

Learning Areas

1. Factors Enhancing Political and Economic Prosperity of the Ayutthaya Kingdom
2. Political Development of the Ayutthaya Kingdom
3. Economic and Trade Development of the Ayutthaya Kingdom
4. Development of the Thon Buri Kingdom
5. King Taksin the Great's Royal Duties after Establishment of the Thon Buri Kingdom
6. Thai Wisdom of the Ayutthaya and Thon Buri Periods

Teaching and Learning Activities

1st – 3rd hours (Factors Enhancing Political and Economic Prosperity of the Ayutthaya Kingdom)

1. Ask students the questions: What are the Ayutthaya and Thon Buri kingdoms? What is their importance? Then randomly choose some students to answer the questions.
2. Ask students to work in pairs to answer the questions on page 164 in Primary Education Smart Plus Textbook Social Studies P.5: What is the name of the temple shown above? What is its importance? And why do we have to study the history of the Ayutthaya and Thon Buri kingdoms? Then randomly choose some students to present their answers.
3. Explain in brief the history of the Ayutthaya kingdom. Refer to the text on page 165 in Primary Education Smart Plus Textbook Social Studies P.5.

4. Explain **Let's Know More** on page 165 in Primary Education Smart Plus Textbook Social Studies P.5.
5. Ask students to work with their pairs to figure out which factors enhancing political and economic prosperity of the Ayutthaya kingdom. List the factors and the reasons in their notebooks. Choose some volunteers to present in the class.
6. List the factors enhancing political and economic prosperity of the Ayutthaya kingdom on the board based on the text on pages 165 to 168 in Primary Education Smart Plus Textbook Social Studies P.5.
7. Explain the first factor: Competent rulers: King Rama Thibodi I (King U-tong); King Borom Trailokanath; King Naresuan the Great and King Narai the Great. Refer to the text on pages 165 to 167 in Primary Education Smart Plus Textbook Social Studies P.5.
8. Show the pictures of the above-mentioned kings to students and explain more.
9. Ask students to summarise the royal duties of the four kings of the Ayutthaya kingdom in their notebook.
10. Ask students the question in **Let's Think** on page 167 in Primary Education Smart Plus Textbook Social Studies P.5. Explain more.
11. Explain the second factor: Good location for agriculture and trade. Refer to the text on page 167 in Primary Education Smart Plus Textbook Social Studies P.5.
12. Explain more that due to the good location for trade, the Ayutthaya kingdom traded with many countries. Some communities of foreigners, including Portuguese community, Japanese community, Chinese community, etc. and historical sites in Ayutthaya province are clear evidence proving that the Ayutthaya kingdom traded with many countries.
13. Explain the third factor: Efficient administration. Refer to the text on page 168 in Primary Education Smart Plus Textbook Social Studies P.5.
14. Choose a volunteer to read the text of Efficient administration aloud on page 168 in Primary Education Smart Plus Textbook Social Studies P.5.

15. To review students' comprehension, ask them the question: Who established the '*Chatusadom*' administrative system?
16. Explain the last factor: Firm cultural foundation. Refer to the text on page 168 in Primary Education Smart Plus Textbook Social Studies P.5.
17. Choose a volunteer to read the text of Firm cultural foundation aloud on page 168 in Primary Education Smart Plus Textbook Social Studies P.5.
18. Divide students into groups and find information about important persons of the Ayutthaya period that they are interested in. Present information on their lives and achievements, as well as pictures relating to the information in the class.
19. Ask students to make a conceptual map to summarise the factors enhancing political and economic prosperity of the Ayutthaya kingdom in their notebook and write about the importance of each factor.

4th – 6th hours (Political Development of the Ayutthaya Kingdom)

1. To review students' comprehension, ask them the questions: What are the meanings of '*Devaraja*' and '*Dhammaraja*'? Explain more.
2. Explain the administrative system of the Ayutthaya kingdom based on the text on page 168 in Primary Education Smart Plus Textbook Social Studies P.5.
3. List the periods of the political development of the Ayutthaya kingdom on board.
4. Explain the administrative system of '**the early Ayutthaya period**' based on the text on pages 169 and 170 in Primary Education Smart Plus Textbook Social Studies P.5.
5. Choose a volunteer to read the text of the central administration aloud on page 169 in Primary Education Smart Plus Textbook Social Studies P.5.
6. Explain the diagram on page 169 in Primary Education Smart Plus Textbook Social Studies P.5.
7. Choose some volunteers to attach the word cards of the diagram of the *Chatusadom* administrative system and their duties on the board correctly.

8. Explain **Let's Know More** in Primary Education Smart Plus Textbook Social Studies P.5 on page 170 for better understanding.
9. Explain 'the provincial administration' based on the text on page 170 in Primary Education Smart Plus Textbook Social Studies P.5.
10. Choose a volunteer to read the text of the provincial administration aloud on page 170 in Primary Education Smart Plus Textbook Social Studies P.5.
11. Ask students to summarise the administrative system of the early Ayutthaya period in their notebook.
12. Explain the administrative system of '**the mid Ayutthaya period**' based on the text on pages 170 and 171 in Primary Education Smart Plus Textbook Social Studies P.5.
13. Ask students to answer **Let's Think** in Primary Education Smart Plus Textbook Social Studies P.5 on page 171. Let them write their answer in their notebook. Then randomly choose some students to present their answers.
14. Get volunteers to read the text of the provincial administration on page 171. Explain more.
15. Ask students to summarise the administrative system of the mid Ayutthaya period in their notebook.
16. Explain the administrative system of '**the late Ayutthaya period**' based on the text on page 172 in Primary Education Smart Plus Textbook Social Studies P.5.
17. Ask students to summarise the administrative system of the late Ayutthaya period in their notebook.
18. Divide students into three groups to summarise and present the three periods of the administrative system of the Ayutthaya Kingdom in the class.

7th hour (Economic and Trade Development of the Ayutthaya Kingdom)

1. Explain the text of '**Economic and Trade Development of the Ayutthaya Kingdom**' based on the text on pages 172 and 173 in Primary Education Smart Plus Textbook Social Studies P.5.
2. Choose two volunteers to read the text of the 'Economic development' on page 172 and the text of the 'Trade development' on page 173 in Primary Education Smart Plus Textbook Social Studies P.5.

3. Divide students into two groups and assign them to search for the information and pictures of the following topics:
 - Meaning of the subsistence economy and imports & exports in the Ayutthaya period
 - International trade in the Ayutthaya periodVolunteers from each group present the information they have searched in the class.
4. Explain more for students' better understanding and appreciate their hard work.

8th – 9th hours (Development of the Thon Buri Kingdom)

1. Show a clip about the establishment of the Thon Buri kingdom.
2. After watching the clip, ask students the questions:
 - Who is King Taksin the Great?
 - Why did he decide to break through the siege of the Burmese troops to leave from Ayutthaya?
 - Where did King Taksin the Great and his group head to after leaving Ayutthaya?Then randomly choose some students to answer the questions.
3. Explain more about the development of the Thon Buri Kingdom. Refer to the text on page 173 in Primary Education Smart Plus Textbook Social Studies P.5.
4. Show the pictures of Thon Buri palace and the monument of King Taksin the Great. Explain more about the importance of these two locations and where they are situated.
5. Ask students to work in pairs to think why King Taksin the Great moved the new capital city from Ayutthaya to Thon Buri. List the reasons in their notebook. Choose some volunteers to present them in the class.
6. Explain the factors King Taksin the Great selected Thon Buri as the new capital. Refer to the text on page 174 in Primary Education Smart Plus Textbook Social Studies P.5.

7. Choose some volunteers to read the text of the reasons selecting Thon Buri as the new capital aloud on page 174 in Primary Education Smart Plus Textbook Social Studies P.5.
8. Ask students to write in brief the development of the Thon Buri kingdom in their notebook.

10th – 11th hours (King Taksin the Great's Royal Duties after Establishment of the Thon Buri Kingdom)

1. Divide students into three groups to search for information about the royal duties of King Taksin the Great after the establishment of the Thon Buri kingdom. The topics are as follows:
 - Administration
 - Economy
 - ReligionThen each group presents what they have searched in the class.
2. Explain more about the royal duties of King Taksin the Great after the establishment of the Thon Buri kingdom based on the text on pages 174 and 175 in Primary Education Smart Plus Textbook Social Studies P.5.
3. Review the four bureaus of the *Chatusadom* administrative system and their responsibilities.
4. Ask students to work in pairs to find the information and picture about the important historical place such as religious places, a palace, etc. (1 pair /1 place) that were built or renovated in the Thon Buri period. Present the background and importance of that place, as well as the location of that place in the class.
5. Ask students to summarise the royal duties of King Taksin the Great after the establishment of the Thon Buri kingdom in their notebook.

12th – 14th hours (Thai Wisdom of the Ayutthaya and Thon Buri Periods)

1. Ask students the question: What is the meaning of wisdom? Explain more.
2. Encourage students to share their opinions about Thai wisdom of the Ayutthaya period that they know to test their understanding.
3. Show the pictures of Buddha statues, temples, literary works and food created in the Ayutthaya period to students. Explain what they are and their importance.
4. Explain the Thai wisdom of the Ayutthaya period based on the text on pages 175 to 177 in Primary Education Smart Plus Textbook Social Studies P.5.
5. Choose a volunteer to read the text of the administration topic aloud on page 176 in Primary Education Smart Plus Textbook Social Studies P.5.
6. Ask students about the concepts of ‘*Devaraja*’ and ‘*Dhammaraja*’ to review the content they have learnt before.
7. Explain the art and architecture topic based on the text on page 176 in Primary Education Smart Plus Textbook Social Studies P.5.
8. Show the pictures of Buddha images and well-known temples built in the Ayutthaya period. Explain more about their importance.
9. Encourage students to brainstorm about how to behave themselves when visiting a historical site or a museum and how to preserve historical site sustainably. Write their ideas in their notebook. Then randomly choose some students to present their answers.
10. Explain ‘Literature’ based on the text on page 177 in Primary Education Smart Plus Textbook Social Studies P.5.
11. Choose a volunteer to read the text of the literature aloud on page 177 in Primary Education Smart Plus Textbook Social Studies P.5.
12. Show the pictures of the literary works composed in the Ayutthaya period, for example *Chindamanee*, *Maha Chart Kham Luang*, the story of *Maha Wetsandon Chadok* and the Royal Chronicles of Ayutthaya. Explain the importance of each literary work.

13. Explain the food topic based on the text on page 177 in Primary Education Smart Plus Textbook Social Studies P.5.
14. Explain the Thai wisdom of the Thon Buri period based on the text on page 178 in Primary Education Smart Plus Textbook Social Studies P.5.
15. Choose some volunteers to read the text of religion and literature aloud on page 178 in Primary Education Smart Plus Textbook Social Studies P.5.
16. Show the pictures of *Samut Phap Traiphum* and *Nirat Phraya Mahanuphap Pai Mueang Chin*. Explain the importance of each literary work.
17. Ask students to answer **Let's Think** in Primary Education Smart Plus Textbook Social Studies P.5 on page 178. Let them share their answers in the class.
18. Have students carry out **Practice** in Primary Education Smart Plus Textbook Social Studies P.5 on page 179 as their homework.
19. Ask students to make a conceptual map to summarise the Thai wisdom of the Ayutthaya and Thon Buri periods in their notebook and write about the importance.

15th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 3 “**Ayutthaya and Thon Buri Kingdoms and Thai Wisdom**”.
2. Guide students to summarise the Learning Areas of Unit 3.
3. Encourage students to evaluate themselves by filling in **Evaluation Form** on page 182 in Primary Education Smart Plus Textbook Social Studies P.5.
4. To test students’ understanding of this chapter, ask students to work on **TEST** in Primary Education Smart Plus Textbook Social Studies P.5 on pages 183 and 184.

6 hours (Projects)

1st – 2nd hours (Little Historians)

1. Divide students into groups to find information about ‘**Temples built in the Ayutthaya kingdom**’. Choose one temple that each group of students is interested in.
2. Ask students to follow each process of the methodology for investigating history stated in the table on page 180 in Primary Education Smart Plus Textbook Social Studies P.5.
3. Guide students to find and collect data from various sources, for example a library at school, the internet, interview with some local people, etc.
4. Guide students to examine data carefully and evaluate data credibility.
5. Remind students to fill out the information in the checklist form on page 180 in Primary Education Smart Plus Textbook Social Studies P.5.
6. Ask students to summarise data according to the topic they have chosen in their own language by arranging it in chronological order or putting relevant topics together.
7. Each group of students can choose how to present their research, for example a presentation in the class, a report, or an exhibition.
8. Volunteers from each group present their work process of this activity, for example why they chose this topic; where they have searched for data; how they collected information; how they examined the data they collected and evaluated data credibility; etc. Appreciate their hard work.
9. Ask students to answer the question on page 180 in Primary Education Smart Plus Textbook Social Studies P.5.

3rd – 4th hours (Little Gallery)

1. Ask students the questions: What is the exhibition? Why do we have to organise an exhibition? Explain more.
2. Explain the meaning of exhibition.
An exhibition means the arrangement of media, equipment, techniques and many methods together to attract visitors’ attention and convey messages exhibitors would like to communicate with visitors.

3. List and explain that there are three ways to present an exhibition as follows:
 - 3.1 Exhibition with two-dimension media is easily found and popular. It is organised with signs, graphic media, photos, etc. and suitable for a small exhibition with limited space, and the contents of the exhibition are not complicated. We can arrange an interesting exhibition with two-dimension media through good design and well planned production. It definitely conveys messages that we want to communicate with our visitors.
 - 3.2 Exhibition with three-dimension media is more interesting and attractive than the one with two-dimension media because it shows real objects to visitors. It can convey messages to visitors more effectively and efficiently.
 - 3.3 Combined exhibition is an exhibition that uses both two- and three-dimension media to draw visitors' attention and achieve exhibitors' goal in communicating with their visitors efficiently. Most of exhibitions are presented with this method.
4. Show the pictures of three kinds of exhibition.
5. Ask students to work as a group (the same group from Little Historians activity) to organise the exhibition with two-dimension media due to the limited space for organising exhibition. The topic of the exhibition is the one that they have searched and collected data from Little Historians activity.
6. Guide students to integrate their knowledge about art to organise an exhibition by using pictures, beautiful signs and complete and easy-to-understand contents for creating an attractive exhibition. Remind them the objectives of organising their exhibitions are to make visitors gain knowledge from their exhibition and to effectively and efficiently convey their messages to visitors.
7. After finishing the organisation of exhibitions, invite students from other classes to visit their exhibitions.
8. Remind students to paste a photo of their exhibition on page 181 in Primary Education Smart Plus Textbook Social Studies P.5.

5th – 6th hours (Little Guide)

1. Remind students to prepare their scripts for presenting their exhibitions.
2. Guide students that the scripts must be complete, easy-to-understand and in accordance with their pictures shown on board.
3. Each group from Little Gallery activity chooses two to three volunteers to present the exhibition to visitors.
4. Guide students that volunteers from each group should practise the way to present their exhibitions.
5. After the exhibition, ask students from each group to present their impression of preparing and organising the exhibition, as well as what they experienced from working for the three activities.
6. Appreciate their hard work.

Emphasised Skills

1. Analytical thinking skill
2. Observation
3. Speaking and writing skills
4. Sharing ideas/opinions
5. Working in team

Learning Materials

1. Pictures:
 - The monument of King Rama Thibodi I (King U-tong)
 - The monument of King Borom Trailokanath
 - The monument of King Naresuan the Great
 - The monument of King Narai the Great
 - Thon Buri palace
 - The monument of King Taksin the Great
 - *Chindamanee*
 - *Maha Chart Kham Luang*

- The story of *Maha Wetsandon Chadok*
- Royal Chronicles of Ayutthaya
- *Samut Phap Traiphum*
- *Nirat Phraya Mahanuphap Pai Mueang Chin*

2. Word cards:

- Chatusadom Administrative System
- King
- Central Administration
- Chatusadom
- Wiang and its duty
- Wang and its duty
- Khlang and its duty
- Na and its duty

3. Clip about the establishment of the Thon Buri kingdom

4. Pictures of Buddha statues, temples, literary works and food created in the Ayutthaya period

5. Primary Education Smart Plus Textbook Social Studies P.5

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 4 History

Unit 3 Ayutthaya and Thon Buri Kingdoms and Thai Wisdom

Write the summarised knowledge gained from this unit.

Feeling after learning this unit:

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Contents that you need teacher to explain further:

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Knowledge gained from this unit: ..

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Application of knowledge from this unit on your daily life:

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

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

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Chapter 5 Geography

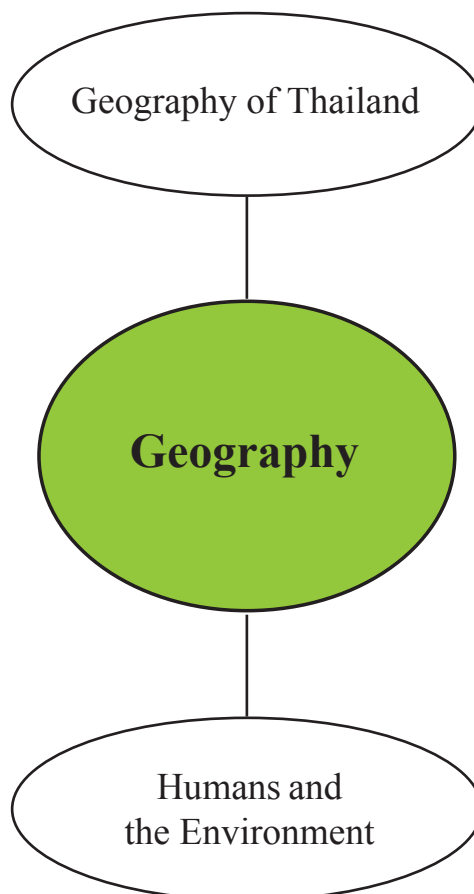
Strand 5 : Geography

(16 hours)

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

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

Conceptual Map



Unit 1 Geography of Thailand
Indicators and learning areas (9 hours)

Indicators	Learning Areas
So5.1 Gr5/1 Know positions (geographical specifications, latitude, longitude), distance and direction of their own region.	<ul style="list-style-type: none"> • Geographic Coordinate System <ul style="list-style-type: none"> - Geographic location - Distance - Direction
So5.1 Gr5/2 Specify important marks and geographical characteristics of their own region on a map.	<ul style="list-style-type: none"> • Geography, Culture, and Society in Each Region of Thailand <ul style="list-style-type: none"> - Northern region - Northeastern region (Isan) - Central region - Western region - Eastern region - Southern region
So5.1 Gr5/3 Explain relationships of physical and social characteristics of their own region.	<ul style="list-style-type: none"> • Geography, Culture, and Society in Each Region of Thailand <ul style="list-style-type: none"> - Northern region - Northeastern region (Isan) - Central region - Western region - Eastern region - Southern region

Learning Objectives

1. Understand the geographic coordinate system.
2. Understand the important landforms in each region of Thailand.
3. Understand the influence of physical characteristics on social characteristics in each region of Thailand.

Learning Outcomes

1. Know the positions by geographic location, distance and direction.
2. Specify and state the important landforms in each region of Thailand.
3. Explain the influence of physical characteristics on social characteristics in each region of Thailand.

Learning Areas

1. Geographic Coordinate System
 - Geographic location
 - Distance
 - Direction
2. Geography, Culture, and Society in Each Region of Thailand
 - Northern region
 - Northeastern region (Isan)
 - Central region
 - Western region
 - Eastern region
 - Southern region

Teaching and Learning Activities

1st – 2nd hours (Geographic Coordinate System)

1. Show students a globe. Tell them where North Pole, Prime Meridian, Equator, Longitude, Latitude and South Pole are on the globe.
2. Review **Geographic location** based on page 187 in Primary Education Smart Plus Textbook Social Studies P.5.
3. Encourage students to work in pairs to answer the question: What do the latitude and longitude mean?
Let them show their answers. Explain the meaning of latitude and longitude based on the text on page 188 in Primary Education Smart Plus Textbook Social Studies P.5.
4. Have a discussion about the distance and explain the meaning of distance based on the text on page 188 in Primary Education Smart Plus Textbook Social Studies P.5.
5. Tell students **Let's Know More** on page 188 in Primary Education Smart Plus Textbook Social Studies P.5.
6. Ask students to write down the meaning of direction in their notebook. Choose some students to read their answers.
7. Explain **Direction**. Refer to page 189 in Primary Education Smart Plus Textbook Social Studies P.5.

3rd – 5th hours (Northern region, Northeastern region (Isan), Central region)

1. Show students a map of Thailand. Tell them the six regions in Thailand.
2. Explain on page 190 in Primary Education Smart Plus Textbook Social Studies P.5.
3. Divide students into groups. Ask each group to find out more about the northern region in regarding this:
 - a. Location and size
 - b. Important landforms
 - c. Influence of physical characteristics on social characteristics in the region: occupation, tradition and cultureAsk each group to present their findings in the class.

4. Get students to read the text on **Northern region** on pages 191 to 193 in Primary Education Smart Plus Textbook Social Studies P.5. Explain more.
5. Ask students to draw and write down the provinces in the northern region in their notebook.
6. Ask students this question: When we mention the northeastern region, what things will come to your mind first?
7. Encourage students to brainstorm about the location and size, important landforms, occupation, tradition and culture of the northeastern region.
8. Ask students to draw and write down the provinces in the northeastern region in their notebook.
9. Explain more about the **Northeastern region**. Refer to pages 194 to 196 in Primary Education Smart Plus Textbook Social Studies P.5.
10. Ask students to name the provinces in the central region in Thailand.
11. Ask students to work in pairs to think of the prominent characteristics of the central region. Let them tell their answers in the class.
12. Ask students to draw and write down the provinces in the central region in their notebook.
13. Explain more about the **Central region**. Refer to pages 197 to 199 in Primary Education Smart Plus Textbook Social Studies P.5.
14. Ask students to conclude the characteristics of the northern region, northeastern region and central region that they learnt in their notebook.

6th – 8th hours (Western region, Eastern region, Southern region)

1. Show students a map of Thailand. Ask them to show the western region on the map.
2. Ask students to choose one province in the western region and say a prominent thing/culture/occupation/etc. from the province. Let other students share their opinions.
3. Explain more about the **Western region**. Refer to pages 200 to 202 in Primary Education Smart Plus Textbook Social Studies P.5.

4. Encourage students to work in pairs to brainstorm for the locations and provinces of the eastern region. Let them present their work in the class. Let other students share their opinions.
5. Ask students to say one prominent landform of the eastern region.
6. Divide students into groups. Ask them to draw an occupation and a tradition or culture of the eastern region. Ask them to explain their work in short. Let them present their work in the class.
7. Explain more about the **Eastern region**. Refer to pages 203 to 205 in Primary Education Smart Plus Textbook Social Studies P.5.
8. Ask students: What makes you think of the southern region?
9. Ask students to draw a place they know in the southern region in their notebook with short notes. Let them present their work in the class.
10. Explain more about the **Southern region**. Refer to pages 206 to 208 in Primary Education Smart Plus Textbook Social Studies P.5.
11. Ask students to conclude information on the western region, eastern region and southern region that they learnt in their notebook.
12. Ask students to do **Activity** on page 209 in Primary Education Smart Plus Textbook Social Studies P.5.

9th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 1 “**Geography of Thailand**”.
2. Guide students to summarise the Learning Areas of Unit 1.
3. Have students do **Let’s Take a Tour** in Primary Education Smart Plus Textbook Social Studies P.5 on page 210.

Remark: Special Features: **Finding Hidden Treasure** and **Weather Reporters** on page 211 can be added or carried out as special activities, subject to the teacher’s consideration, suitability and time availability.

Emphasised Skills

1. Analytical thinking skill
2. Observation
3. Self-discipline
4. Speaking and writing skill
5. Sharing ideas/opinions

Learning Materials

1. Globe
2. A map of Thailand
3. Primary Education Smart Plus Textbook Social Studies P.5

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 5 Geography

Unit 1 Geography of Thailand

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further:

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Feeling after learning this unit:

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Knowledge gained from this unit: ..

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Application of knowledge from this unit on your daily life:

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

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

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Unit 2 Humans and the Environment

Indicators and learning areas (7 hours)

Indicators	Learning Areas
So5.2 Gr5/1 Analyse physical environment influencing characteristics of the settling and migration of people in the region.	<ul style="list-style-type: none">• Influence of Physical Environment on Human Migration and Settlement<ul style="list-style-type: none">- Factors of human settlement- Human migration
So5.2 Gr5/2 Explain the influence of natural environment leading to lifestyles and cultural creativity in the region.	<ul style="list-style-type: none">• Influence of Natural Environment on Creation of Human Culture
So5.2 Gr5/3 Present examples reflecting the results of conservation and destruction of the environment, and propose concepts for environment conservation in the region.	<ul style="list-style-type: none">• Environmental Preservation and Degradation<ul style="list-style-type: none">- Results of environmental preservation- Effects of environmental degradation- The method of environmental preservation

Learning Objectives

1. Understand that the natural environment has a direct impact on human culture.
2. Understand that the physical environment has a direct impact on human migration and settlement.
3. Understand the results of environmental preservation and effects of environmental degradation.
4. Understand the methods of environmental preservation.

Learning Outcomes

1. Explain the influence of the natural environment on human culture.
2. Analyse the influence of the physical environment on human migration and settlement.
3. State the results of environmental preservation and effects of environmental degradation.
4. List the methods of environmental preservation.

Learning Areas

1. Influence of Natural Environment on Creation of Human Culture
2. Influence of Physical Environment on Human Migration and Settlement
 - Factors of human settlement
 - Human migration
3. Environmental Preservation and Degradation
 - Results of environmental preservation
 - Effects of environmental degradation
 - The method of environmental preservation

Teaching and Learning Activities

1st – 2nd hours (Influence of Natural Environment on Creation of Human Culture)

1. Have a discussion with students the differences of the houses in different regions. Why are they different?
2. Ask students to read the text on page 213 in Primary Education Smart Plus Textbook Social Studies P.5. Elaborate more.
3. Divide students into groups to list the general occupations and clothes in each region of Thailand. Ask them to do a conceptual map and present their work in the class.
4. Explain more on the different occupations and clothes in each region. Refer to page 214 in Primary Education Smart Plus Textbook Social Studies P.5.
5. Ask students to work in pairs to list the prominent food, tradition and culture in each region of Thailand. Ask them to draw those with short explanation. Ask them to present their work.

6. Choose two students to read aloud the text on page 215 in Primary Education Smart Plus Textbook Social Studies P.5. Explain more.
7. Show students pictures of houses from the central region, a general occupation in the southern region, clothing from the northern region, food from the northeastern region, and Buffalo Racing Festival. Ask students to match those pictures with the origin regions in Thailand.
8. Have students do **Activity 1** on page 216 in Primary Education Smart Plus Textbook Social Studies P.5.

3rd – 4th hours (Influence of Physical Environment on Human Migration and Settlement)

1. Help students to analyse the factors of human settlement.
2. Explain **Factors of human settlement**. Refer to pages 217 and 218 in Primary Education Smart Plus Textbook Social Studies P.5.
3. Ask students to carry out **Activity 2** on page 218 in Primary Education Smart Plus Textbook Social Studies P.5.
4. Ask students the question in **Let's Think** on page 218 in Primary Education Smart Plus Textbook Social Studies P.5. Let students write down their answers in their notebook.
5. Encourage them to share their opinions on why people migrate to the other places.
6. Ask students to work in pairs to brainstorm about migration factors. Ask them to write down their answers and present their work in the class.
7. Choose a student to read **Human migration** on page 219 in Primary Education Smart Plus Textbook Social Studies P.5. Elaborate more.
8. Ask students to carry out **Activity 3** on page 220 in Primary Education Smart Plus Textbook Social Studies P.5.

5th – 6th hours (Environmental Preservation and Degradation)

1. Ask students the question: How do you preserve the environment?
2. Ask students to work in pairs to list the results of environmental preservation. Ask them to make a conceptual map and present their work in the class.
3. Explain more about **Results of environmental preservation**. Refer to the text on page 221 in Primary Education Smart Plus Textbook Social Studies P.5.
4. Ask students to write down one effect of the environmental degradation. Ask them to read aloud their answers in the class.
5. Explain **Effects of environmental degradation**. Refer to the text on page 222 in Primary Education Smart Plus Textbook Social Studies P.5.
6. Divide students into groups to brainstorm the methods of environmental preservation. Ask them to write down their work and present their work in the class.
7. Ask a student to read aloud **The method of environmental preservation** on page 223 in Primary Education Smart Plus Textbook Social Studies P.5.
8. Have students carry out **Activity 4** on page 223 in Primary Education Smart Plus Textbook Social Studies P.5.

7th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 2 “**Humans and the Environment**”.
2. Guide students to summarise the Learning Areas of Unit 2.
3. Have students do **Enrichment Activity** in Primary Education Smart Plus Textbook Social Studies P.5 on pages 224 and 225.
4. Have students do **Finding Hidden Treasure** in Primary Education Smart Plus Textbook Social Studies P.5 on pages 226 and 227.
5. Encourage students to evaluate themselves by filling in **Evaluation Form** on page 228 in Primary Education Smart Plus Textbook Social Studies P.5.
6. To test students’ understanding of this chapter, ask students to work on **TEST** in Primary Education Smart Plus Textbook Social Studies P.5 on pages 229 to 232.

Remark: Special Features: **Let's Take a Tour** and **Weather Reporters** on page 227 can be added or carried out as special activities, subject to the teacher's consideration, suitability and time availability.

Emphasised Skills

1. Analytical thinking skill
2. Observation
3. Self-discipline
4. Speaking and writing skill
5. Sharing ideas/opinions

Learning Materials

1. Pictures of houses from the central region, a general occupation in the southern region, clothing from the northern region, food from the northeastern region, and Buffalo Racing Festival.
2. Primary Education Smart Plus Textbook Social Studies P.5

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 5 Geography

Unit 2 Humans and the Environment

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further:

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Feeling after learning this unit:

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Knowledge gained from this unit: ..

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Application of knowledge from this unit on your daily life:

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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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