

# Teacher's Guide



## Social Studies

Primary  
Education  
Smart+  
Prathomsuksa



Based on the Basic Education Curriculum B.E. 2551

Sasithorn Onlao

## 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 freedom in peaceful existence in Thai society and the world community
- **Economics:** production, distribution and consumption of goods and services; management of limited resources available; lifestyle of equilibrium and application of the principles of Sufficiency Economy in daily life
- **History:** historical times and periods; historical methodology; development of mankind from the past to the present; relationships and changes of various events; effects of important events in the past; personalities that influenced various changes in the past; historical development of the Thai nation; culture and Thai wisdom; origins of important civilisations of the world
- **Geography:** physical characteristics of the Earth; physical characteristics, resources and climate of Thailand and various other regions of the world; utilisation of maps and geographical instruments; interrelationship of various things in the natural system; relationship between man and natural environment and man-made objects; presentation of geo-data and information; preservation of the environment for sustainable development

## **Strands and Learning Standards**

### **Strand 1: Religion, Morality and Ethics**

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

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

## **Strand 2: Civics, Culture and Living in Society**

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

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

## **Strand 3: Economics**

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

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

## **Strand 4: History**

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

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

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

## **Strand 5: Geography**

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

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

## **Learners' Quality**

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

## Yearly Teaching Plan

**Primary Education Smart Plus Textbook Social Studies Grade 6 (Prathomsuksa 6)**  
**5 Chapters** **120 hours**

Learning Areas/Activities	Learning Time (in hours)
<b>Chapter 1 Religion, Morality and Ethics</b> Unit 1 Importance of Buddhism 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	<b>20</b> 7 6 5 1 1
<b>Chapter 2 Community Life</b> Unit 1 The Law Unit 2 Thai Culture Unit 3 News and Events in Daily Life Unit 4 Democratic Activities	<b>25</b> 7 7 5 6
<b>Chapter 3 Economics</b> Unit 1 Producers and Consumers Unit 2 Economic Resources Unit 3 Economic Relationships	<b>17</b> 4 5 8
<b>Chapter 4 History</b> Unit 1 Rattanakosin Kingdom and Thai Wisdom Unit 2 Countries in Southeast Asia Little Historians Little Gallery Little Guide	<b>40</b> 24 10 2 2 2
<b>Chapter 5 Geography</b> Unit 1 Physical Characteristics Unit 2 Physical Characteristics and Natural Phenomena Unit 3 Planning the Use of Natural Resources	<b>18</b> 9 4 5

**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

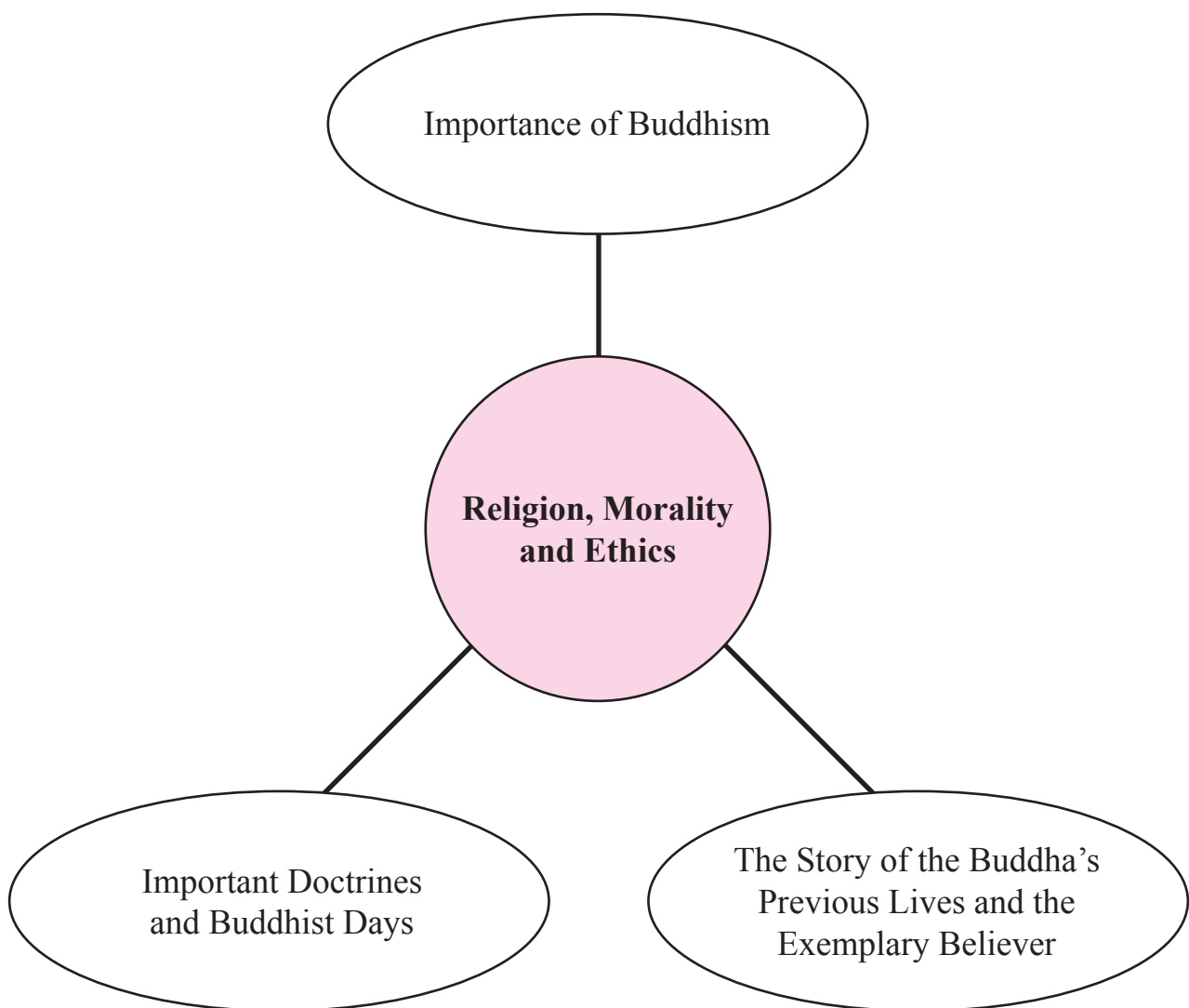
## Strand 1: Religion, Morality and Ethics

(20 hours)

**Standard So1.1:** Knowledge and understanding of the history, importance, the Masters and 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 Buddhism

## Indicators and learning areas (7 hours)

Indicators	Learning Areas
<b>So1.1 Gr6/1</b> Analyse the importance of Buddhism as the national religion or the importance of students' own religions.	<ul style="list-style-type: none"><li>• <b>Importance of Buddhism as the National Religion</b><ul style="list-style-type: none"><li>- The nation's identity</li><li>- A source of Thailand's cultural heritage</li><li>- The spiritual centre of Thai people</li><li>- The foundation of the country's development</li></ul></li></ul>
<b>So1.1 Gr6/2</b> Summarise the life of the Buddha from the announcement of his coming death to the Four Holy Places of Buddhism or the lives of the Masters of students' own religions as prescribed.	<ul style="list-style-type: none"><li>• <b>Activity</b></li></ul>
<b>So1.1 Gr6/8</b> Explain in brief the important principles of other religions.	<ul style="list-style-type: none"><li>• <b>Important Principles of Religions</b><ul style="list-style-type: none"><li>- Buddhism</li><li>- Islam</li><li>- Christianity</li></ul></li></ul>
<b>So1.1 Gr6/9</b> Explain the important characteristics of religious rites and ceremonies of other religions and conduct themselves appropriately when participating in such rites and ceremonies.	<ul style="list-style-type: none"><li>• <b>Religious Ceremonies</b><ul style="list-style-type: none"><li>- Buddhism</li><li>- Islam</li><li>- Christianity</li></ul></li></ul>

### Learning Objectives

1. Understand the importance of Buddhism as the national religion and the importance of other religions.
2. Understand the life of the Buddha from the announcement of his coming death to the Four Holy Places of Buddhism or the lives of the Masters of students' own religions.
3. Understand the important principles of other religions.
4. Understand the important characteristics of religious rites and ceremonies of other religions and conduct themselves appropriately when participating in such rites and ceremonies.



## **Learning Outcomes**

1. Know the importance of Buddhism as the national religion and the importance of other religions.
2. State the life of the Buddha from the announcement of his coming death to the Four Holy Places of Buddhism or the lives of the Masters of students' own religions.
3. Know the important principles of other religions.
4. Know the religious rites and ceremonies of Buddhism and those of other religions and conduct yourselves properly when participating in such rites and ceremonies.

## **Learning Areas**

1. Importance of Buddhism as the National Religion
  - The nation's identity
  - A source of Thai cultural heritage
  - The spiritual centre of Thai people
  - The foundation of the country's development
2. Important Principles of Religions
  - Buddhism
  - Islam
  - Christianity
3. Religious Ceremonies
  - Buddhism
  - Islam
  - Christianity

## Teaching and Learning Activities

### 1<sup>st</sup> – 2<sup>nd</sup> hours (Importance of Buddhism as the National Religion)

1. Ask students the question: In your opinion, what are the main and similar objectives of every religion? Discuss in class and write answers on the board.
2. Explain more that every religion aims to teach people what is right and wrong, as well as teaching them to do good deeds and avoid evil deeds. The principles of every religion act as moral guidelines for people to live happily and peacefully.
3. Ask students to work in pairs and think about the importance of Buddhism as the national religion. List their answers in their notebook.
4. Choose some volunteers to present their answers in the class.
5. Explain the **Importance of Buddhism as the National Religion**. Refer to page 3 in Primary Education Smart Plus Textbook Social Studies P.6.
6. Ask some volunteers to show how to pay respect to a Buddha image or a monk and how to show respect to elderly people. Show the right ways to pay respect to students and ask them to practise how to pay respect accordingly.
7. Ask students to work with their same pairs to cite examples of the Thai art and culture, as well as the traditions involving Buddhism. List their examples in their notebook and the reasons why they think their examples involving Buddhism. Let them present their work in the class.
8. Show some pictures of Thai art, for example temples, mural painting, Buddha images, literary works, some Thai traditions and ceremonies involving Buddhism, etc. Explain the importance of each picture to students.
9. Ask a student to read out the text of **A source of Thai cultural heritage** in Primary Education Smart Plus Textbook Social Studies P.6 on page 4.
10. Explain the **spiritual centre of Thai people**. Refer to page 4 in Primary Education Smart Plus Textbook Social Studies P.6.
11. Ask students the question: How is Buddhism the foundation of Thailand's development? Encourage student to share their opinions and write their answers on the board.
12. Explain **the foundation of the country's development** based on page 5 in Primary Education Smart Plus Textbook Social Studies P.6.

13. Emphasise the objectives of religions based on the text in Primary Education Smart Plus Textbook Social Studies P.6 on page 5.
14. Ask students to draw a conceptual map to summarise the importance of Buddhism as the national religion in their notebook.

### 3<sup>rd</sup> hour (Important Principles of Religions)

1. 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.
2. Ask students the questions: Do you know the principles of Islam and Christianity? What are they?
3. Attach the word cards of “Buddhism”, “Islam” and “Christianity” as the topics on the board. Randomly distribute other word cards: “The Three Admonitions of the Buddha”, “The Noble Eightfold Path”, “The Four Noble Truths”, “The Six Articles of Faith”, “The Five Pillars of Islam”, and “The Ten Commandments” to students. Ask them to attach the word cards they received under the right topics on the board. Let them know what they did is correct or not.
4. Ask students the questions: Who is the founder of Buddhism? What is the Buddhist scripture? What is the Buddhist symbol? Encourage them to answer the questions.
5. Explain the important principles of Buddhism. Refer to the **Buddhism** topic on page 6 in Primary Education Smart Plus Textbook Social Studies P.6.
6. Ask students to make a conceptual map to summarise the three principles of Buddhism they have learnt in their notebook.
7. Ask students the questions: Who is the Prophet of Islam? What is the sacred scripture of Islam? What is the Muslim symbol? Encourage them to answer the questions.
8. Explain the important principles of Islam. Refer to page 7 in Primary Education Smart Plus Textbook Social Studies P.6.
9. Ask students to summarise the important principles of Islam in their notebook.

10. Ask students the questions: Who is the Prophet of Christianity? What is the sacred scripture of Christianity? What is the symbol of Christianity? Encourage them to answer the questions.
11. Explain the important principles of Christianity. Refer to page 8 in Primary Education Smart Plus Textbook Social Studies P.6.
12. Get two volunteers to read the Ten Commandments in Primary Education Smart Plus Textbook Social Studies P.6 on page 8.
13. Ask students to summarise the important principles of Christianity in their notebook.

#### 4<sup>th</sup> – 5<sup>th</sup> hours (Religious Ceremonies)

1. Ask students the question: What are religious ceremonies in Buddhism you participated in? Choose some volunteers to tell other students what they did at the ceremonies in the class.
2. Show the pictures of Pah Bah ceremony and ask students if they know this ceremony or not.
3. Explain the importance and the history of this ceremony, as well as what Buddhists usually offer to monks at the ceremony based on page 9 in Primary Education Smart Plus Textbook Social Studies P.6.
4. Show the pictures of Kathin ceremony and ask students if they know this ceremony or not and what makes this ceremony different from the Pah Bah ceremony.
5. Explain the importance and the two types of Kathin ceremony to students. Refer to pages 10 and 11 in Primary Education Smart Plus Textbook Social Studies P.6.
6. Show a clip about the Royal Barge Procession for the royal Kathin ceremony at Wat Arunrajawararam. (พระราชพิธีถือน้ำพระพิพัฒน์ โดยขบวนพยุหยาตราทางชลมารค) Explain briefly about the history of this ceremony.
7. Choose two volunteers to read aloud the two types of Kathin ceremony.
8. Explain the differences between the Pah Bah ceremony and the Kathin ceremony. Refer to **Let's Know More** on page 11 in Primary Education Smart Plus Textbook Social Studies P.6.

9. Ask students to draw a conceptual map to summarise the importance of Pah Bah ceremony and Kathin ceremony in their notebook.
10. Explain the important religious ceremonies of Islam. Refer to page 12 in Primary Education Smart Plus Textbook Social Studies P.6.
11. Choose some volunteers to read aloud the religious ceremonies of Christianity on page 13 in Primary Education Smart Plus Textbook Social Studies P.6. Explain more.
12. Ask students to draw a conceptual map to summarise the important religious ceremonies in Islam and Christianity in their notebook.
13. Have students carry out **Practice** in Primary Education Smart Plus Textbook Social Studies P.5 on page 14 as their homework.

#### 6<sup>th</sup> 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 the announcement of his coming death to the Four Holy Places of Buddhism 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 three minutes by following the instructions of **Meditation Activity** on page 15 in Primary Education Smart Plus Textbook Social Studies P.6. Explain the advantages of practising meditation regularly.

#### 7<sup>th</sup> hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 1 “**Importance of Buddhism**”.
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 Thai art: temples, mural painting, Buddha images, literary works, some Thai traditions and ceremonies involving Buddhism
2. Word cards:
  - Buddhism
  - Islam
  - Christianity
  - The Three Admonitions of the Buddha
  - The Noble Eightfold Path
  - The Four Noble Truths
  - The Six Articles of Faith
  - The Five Pillars of Islam
  - The Ten Commandments
3. Pictures of Pah Bah ceremony and Kathin ceremony
4. Clip about the Royal Barge Procession for the royal Kathin ceremony at Wat Arunrajawararam
5. Primary Education Smart Plus Textbook Social Studies P.6

## Learning Outcome Form



Name-Surname: ..... No. ....

Prathomsuksa: ..... Date: .....

### Chapter 1 Religion, Morality and Ethics

### Unit 1 Importance of Buddhism

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further: .....

.....

.....

.....

.....

.....

Feeling after learning this unit:

.....

.....

.....

.....

.....

Knowledge gained from this unit: ..

.....

.....

.....

.....

.....

Application of knowledge from this unit on your daily life: .....

.....

.....

.....

.....

.....

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

.....

.....

.....

.....

.....

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

.....

.....

.....

.....

.....



## Unit 2 Important Doctrines and Buddhist Days

### Indicators and learning areas (6 hours)

Indicators	Learning Areas
<b>So1.1 Gr6/4</b> Analyse the importance and respect the Triple Gem, observe the principles of the Threefold Learning and the Three Admonitions of the Buddha in Buddhism, or the principles of students' own religions as prescribed.	<ul style="list-style-type: none"><li>• <b>Important Doctrines in Buddhism</b><ul style="list-style-type: none"><li>- The Three Admonitions of the Buddha<ul style="list-style-type: none"><li>a. The Three Roots of Evil</li><li>b. The Three Roots of Good</li><li>c. 38 Highest Blessings</li></ul></li></ul></li></ul>
<b>So1.2 Gr6/3</b> Explain the benefits obtained from participation in religious rites and ceremonies and activities on important religious days as prescribed, and conduct themselves correctly.	<ul style="list-style-type: none"><li>• <b>Important Buddhist Days</b><ul style="list-style-type: none"><li>- Makha Bucha Day</li><li>- Visakha Bucha Day</li><li>- Asarnha Bucha Day</li><li>- Buddhist Holy Day</li></ul></li></ul>

### Learning Objectives

1. Understand the important doctrines in Buddhism: the Three Admonitions of the Buddha.
2. Understand the important Buddhist days: Makha Bucha Day, Visakha Bucha Day, Asarnha Bucha Day and Buddhist Holy Day.

### Learning Outcomes

1. Know the important doctrines in Buddhism: the Three Admonitions of the Buddha and observe the principles.
2. Explain and participate in the important Buddhist days: Makha Bucha Day, Visakha Bucha Day, Asarnha Bucha Day and Buddhist Holy Day.

## Learning Areas

1. Important doctrines in Buddhism
  - The Three Admonitions of the Buddha
    - a. The Three Roots of Evil
    - b. The Three Roots of Good
    - c. 38 Highest Blessings
2. Important Buddhist day
  - Makha Bucha Day
  - Visakha Bucha Day
  - Asarnha Bucha Day
  - Buddhist Holy Day

## Teaching and Learning Activities

### **1<sup>st</sup> – 2<sup>nd</sup> hours (Important Doctrines in Buddhism)**

1. Review students' understanding about the Threefold Learning by asking them the questions: What is the Threefold Learning? What does the principle include? Ask them to write their answers in their notebook and present them in the class.
2. Explain the Threefold Learning. Refer to page 17 in Primary Education Smart Plus Textbook Social Studies P.6.
3. Ask students the questions: What are the Three Admonitions of the Buddha? What do the principles consist of? Ask them to write their answers in their notebook and present them in the class.
4. Explain the first Admonition and the related doctrines which are **the Three Roots of Evil**. Refer to pages 17 and 18 in Primary Education Smart Plus Textbook Social Studies P.6.
5. Choose three students to read each topic of the Three Roots of Evil aloud on pages 17 and 18 in Primary Education Smart Plus Textbook Social Studies P.6.

6. Ask students to make a conceptual map to summarise the Three Roots of Evil in their notebook and write about the importance.
7. Divide students into small groups of 3 or 4 persons and think about the behaviours that are opposite to the Three Roots of Evil. Write their examples in their notebook and have a volunteer of each group present them in the class.
8. Explain the second Admonition and the related doctrines which are **the Three Roots of Good** and **38 Highest Blessings**. Refer to pages 18 and 19 in Primary Education Smart Plus Textbook Social Studies P.6.
9. Choose some students to read each topic of the Three Roots of Good and 38 Highest Blessings aloud on pages 18 and 19 in Primary Education Smart Plus Textbook Social Studies P.5.
10. Ask students to make a conceptual map to summarise the Three Roots of Good and Blessings no.9, 18 and 21 in their notebook and write about the importance.
11. Explain the third Admonition. Refer to page 19 in Primary Education Smart Plus Textbook Social Studies P.6.
12. Ask students from the previous groups to find out more about the 38 Highest Blessings except Blessings no. 9, 18 and 21. (Each group/two to three blessings subject to the number of children) Present their findings in the next class.
13. Guide students to observe the principles they have learnt in the class in daily life to live in harmony with others and have compassion towards others.
14. Encourage students to meditate for five minutes by following the instructions of **Meditation Activity** on page 27 in Primary Education Smart Plus Textbook Social Studies P.6. Explain the advantages of practising meditation regularly and ask students to share their feelings before and after meditation.

### 3<sup>rd</sup> – 5<sup>th</sup> hours (Important Buddhist Days)

1. Ask volunteers from each group to present their work about the 38 Highest Blessings in the class. Explain more about the importance of these principles and appreciate their work.
2. Ask students from the same group to cite one example of important Buddhist days and tell the importance of that day and what they usually do on that day. Present their example in the class.
3. State the important Buddhist days that students will learn in this class which are Makha Bucha Day, Visakha Bucha Day, Asarnha Bucha Day and Buddhist Holy Day.
4. Explain the importance of Makha Bucha Day. Refer to page 20 in Primary Education Smart Plus Textbook Social Studies P.6.
5. Encourage students to share their opinions what Buddhist usually do on Makha Bucha Day. Explain more based on the topic of Religious ceremonies on Makha Bucha Day in Primary Education Smart Plus Textbook Social Studies P.6 on page 21.
6. Ask students to make a conceptual map to summarise the importance of Makha Bucha Day.
7. Explain the importance of Visakha Bucha Day and Religious ceremonies on Visakha Bucha Day. Refer to pages 21 and 22 in Primary Education Smart Plus Textbook Social Studies P.6.
8. Ask students to make a conceptual map to summarise the importance of Visakha Bucha Day.
9. Explain the importance of Asarnha Bucha Day and Religious ceremonies on Asarnha Bucha Day. Refer to pages 22 and 23 in Primary Education Smart Plus Textbook Social Studies P.6.
10. Explain **Let's Know More** in Primary Education Smart Plus Textbook Social Studies P.6 on page 23 for better understanding.
11. Ask students to make a conceptual map to summarise the importance of Asarnha Bucha Day.

12. Encourage students to review three important Buddhist Days they have learnt by attaching the following word cards on the board: Makha Bucha Day, Visakha Bucha Day and Asarnha Bucha Day. Divide students into three groups and determine each group with the important Buddhist Day according to the word cards on the board. For example, group A is determined with Makha Bucha Day topic. So this group has to write the answers about Makha Bucha Day. Then, distribute some pieces of paper to each group to write their answer on the paper. Ask each group to attach it on the board before the next question. The questions are as follows:
- a. When does the important Buddhist day fall?
  - b. What happened on that day?
  - c. What is the important sermon that the Buddha delivered on that day?
  - d. What do Buddhists usually do on that day?
- The group with complete and correct answers is the winner.
13. Explain the importance of Buddhist Holy Day and Religious ceremonies on Buddhist Holy Day. Refer to pages 24 and 25 in Primary Education Smart Plus Textbook Social Studies P.6.
14. Ask students to make a conceptual map to summarise the importance of Buddhist Holy Day.
15. Ask students the question: What are the benefits of participation in religious rites on Buddhist days? Write the answers on the board.
16. Explain more based on the text on page 25 in Primary Education Smart Plus Textbook Social Studies P.6.
17. Ask students to work in pairs to carry out **Activity** in Primary Education Smart Plus Textbook Social Studies P.6 on page 27. Ask them to search for and gather information about the importance of Atthami Bucha Day or the Buddha's Cremation Commemorative Day. Rewrite information in the form of essay and send it to the teacher.
18. Have students carry out **Practice** in Primary Education Smart Plus Textbook Social Studies P.6 on page 26 as their homework.

### **6<sup>th</sup> hour (Conclusion)**

1. Guide students to summarise the lesson learnt in Unit 2 **“Important Doctrines and Buddhist Days”**.
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:
  - Makha Bucha Day
  - Visakha Bucha Day
  - Asarnha Bucha Day
2. Some pieces of paper
3. Primary Education Smart Plus Textbook Social Studies P.6

## Learning Outcome Form



Name-Surname: ..... No. ....

Prathomsuksa: ..... Date: .....

### Chapter 1 Religion, Morality and Ethics

### Unit 2 Important Doctrines and Buddhist Days

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further: .....

.....

.....

.....

.....

.....

Feeling after learning this unit:

.....

.....

.....

.....

.....

Knowledge gained from this unit: ..

.....

.....

.....

.....

.....

Application of knowledge from this unit on your daily life: .....

.....

.....

.....

.....

.....

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

.....

.....

.....

.....

.....

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

.....

.....

.....

.....

.....



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

### Indicators and learning areas (5 hours)

Indicators	Learning Areas
<b>So1.1 Gr6/3</b> 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"> <li>• <b>Jataka Tales</b> <ul style="list-style-type: none"> <li>- Dighiti Kosala Jataka</li> </ul> </li> <li>• <b>Exemplary Believer</b> <ul style="list-style-type: none"> <li>- King Ramkhamhaeng the Great</li> </ul> </li> </ul>
<b>So1.1 Gr6/5</b> Delight in their countrymen's performance of good deeds in accordance with religious principles as well as relate the practices in life.	<ul style="list-style-type: none"> <li>• <b>Activity</b></li> </ul>

### Learning Objectives

1. Understand the story of Dighiti Kosala Jataka.
2. Understand and follow the exemplary believer as a role model.
3. Understand the countrymen's performance of good deeds in accordance with religious principles.

### Learning Outcomes

1. Know and relate the story of Dighiti Kosala Jataka.
2. Conduct themselves in accordance with the exemplary believer.
3. Practise religious principles in life.

### Learning Areas

1. Jataka tales
  - Dighiti Kosala Jataka
2. Exemplary believer
  - King Ramkhamhaeng the Great

## Teaching and Learning Activities

### 1<sup>st</sup> – 2<sup>nd</sup> hours (Jataka Tales)

1. Ask students the question: What are the Jataka tales? Let them cite examples of Jataka tales that they know.
2. Explain what Jataka tale is. Refer to the “Jataka Tales” topic on page 29 in Primary Education Smart Plus Textbook Social Studies P.6.
3. State the Jataka tale that students will learn in this class which is Dighiti Kosala Jataka.
4. Relate the tale of Dighiti Kosala Jataka based on the text on pages 29 to 31 in Primary Education Smart Plus Textbook Social Studies P.6.
5. Show a clip about Dighiti Kosala 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 31 in Primary Education Smart Plus Textbook Social Studies P.6.
8. Choose some students to read the tale of Dighiti Kosala Jataka aloud on pages 29 to 31 in Primary Education Smart Plus Textbook Social Studies P.6.
9. Have students carry out **Practice (1<sup>st</sup> question)** in Primary Education Smart Plus Textbook Social Studies P.6 on page 34 as their homework.
10. Encourage students to meditate for 10 minutes by following the instructions of **Meditation Activity** on page 35 in Primary Education Smart Plus Textbook Social Studies P.6. Explain the advantages of practising meditation regularly and ask students to share their feelings before and after meditation.

### 3<sup>rd</sup> – 4<sup>th</sup> hours (Exemplary Believer)

1. Ask students the questions: What is the meaning of exemplary believer? Why should we follow the model of living from the exemplary believer? Write the answer on the board.
2. State the exemplary believer that students will learn in this class which is King Ramkhamhaeng the Great.
3. Ask students the questions: Who is King Ramkhamhaeng the Great? What are his royal duties? Write their answers on the board.

4. Explain ‘the Exemplary Believer’ based on the text on pages 31 to 33 in Primary Education Smart Plus Textbook Social Studies P.6.
5. Get volunteers to read each sub-topic of the Exemplary Believer on pages 31 to 33. Explain more.
6. Divide students into groups and ask them to share their opinions about which conduct of King Ramkhamhaeng the Great they should follow. Present their opinions in the class.
7. Have students carry out **Practice (2<sup>nd</sup> and 3<sup>rd</sup> questions)** in Primary Education Smart Plus Textbook Social Studies P.6 on page 34 as their homework.
8. Divide students into groups to carry out **Activity** in Primary Education Smart Plus Textbook Social Studies P.6 on page 35. Ask them to gather information or backgrounds of countrymen who have performed good deeds in accordance with religious principles. They could be monks or priests or the laity who have played an important role in preserving religion. Rewrite information and present it to the class.

### **5<sup>th</sup> 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 37 in Primary Education Smart Plus Textbook Social Studies P.6.
4. To test students’ understanding of this chapter, ask students to work on **TEST** in Primary Education Smart Plus Textbook Social Studies P.6 on pages 38 and 39.

### **2 hours (Projects)**

#### **1<sup>st</sup> hour (Voluntary Spirit)**

1. Ask students the questions: Have they ever done voluntary work before? If so, what did they do and how did they feel when doing that work?
2. State the activity that students are going to do, painting wall of a temple, and the benefits of that activity.

3. Prepare the equipment according to the text of **Voluntary Spirit** on page 36 in Primary Education Smart Plus Textbook Social Studies P.6.
4. Ask students how they felt while doing this voluntary work.

**Remark:** Ask students to wear casual clothes that can be dirty from paint. They should bring hats and long-sleeve shirts or T-shirts to protect themselves from sunlight. Find the appropriate date and time to take students to go to a nearby temple in order to paint wall of a temple.

### **2<sup>nd</sup> hour (Role Play)**

1. Ask students the question: Why are students required to practise appropriate manners when being in a temple? Explain more about the importance of appropriate manners when being in a temple.
2. Divide students into groups of 5 to 7 students to search for information of how to behave themselves appropriately when being in a temple according to the given topics:
  - a. The situation of presenting offerings to monks
  - b. The situation of how to behave themselves while listening to sermons delivered by a monk
  - c. The situation of how to behave themselves while being in a temple
3. Ask students to create situations and role-play the given situations in class in order to learn appropriate manners and behaviours when being in a temple, as well as the right way to behave towards a Buddhist monk.
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 and behaviours when being in a temple and towards a Buddhist monk that students can practise in daily life.
6. Encourage students to regularly practise the proper manners in everyday life and appreciate the presentation of 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 Dighiti Kosala Jataka
2. Primary Education Smart Plus Textbook Social Studies P.6

## 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: .....

.....

.....

.....

.....

.....

Feeling after learning this unit:

.....

.....

.....

.....

.....

Knowledge gained from this unit: ..

.....

.....

.....

.....

.....

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

Application of knowledge from this unit on your daily life: .....

.....

.....

.....

.....

.....

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

.....

.....

.....

.....

.....

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

.....

.....

.....

.....

.....

## Chapter 2 Community Life

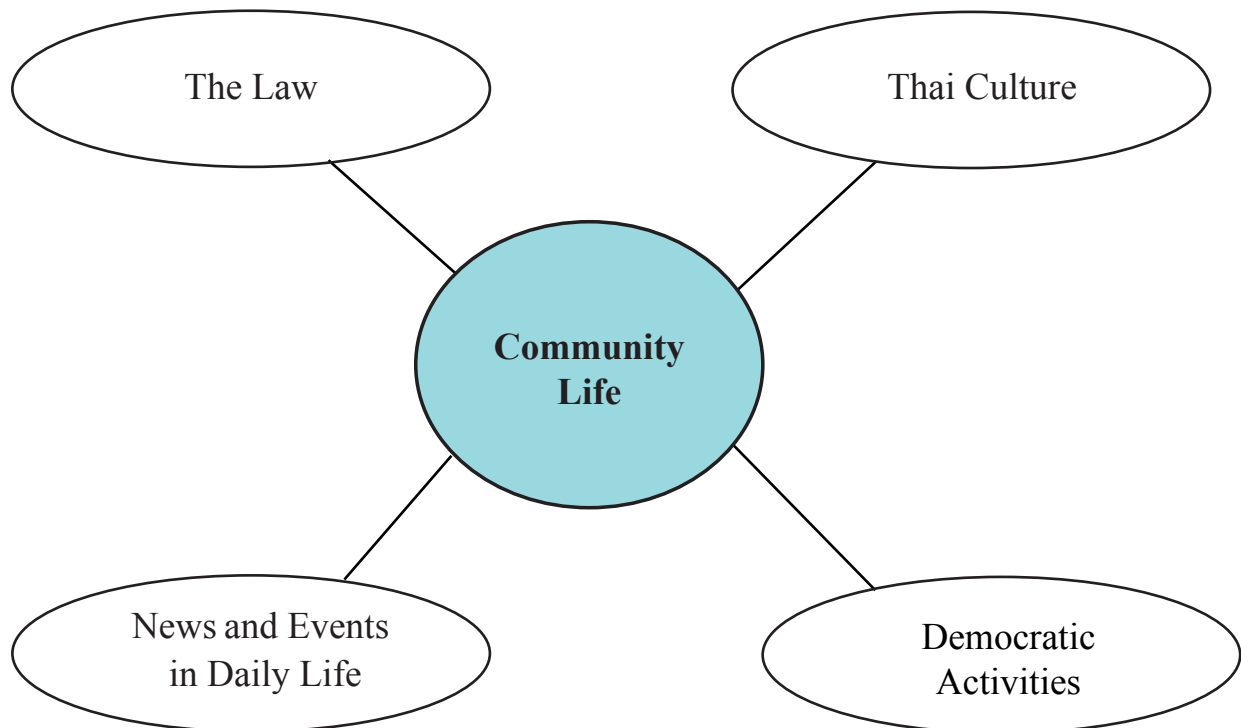
### Strand 2 : Civics, Culture and Living in Society

(25 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 The Law**  
**Indicators and learning areas (7 hours)**

<b>Indicators</b>	<b>Learning Areas</b>
<b>So2.1 Gr6/1</b> Abide by the laws relating to the daily life of their families and communities.	<ul style="list-style-type: none"><li>• <b>Land Traffic Act</b></li><li>• <b>Civil Registration Act</b><ul style="list-style-type: none"><li>- Birth registration</li><li>- Death registration</li><li>- Relocation registration</li><li>- Identity card registration</li></ul></li><li>• <b>Narcotics Act</b></li><li>• <b>Local Administrative Law</b></li></ul>

**Learning Objectives**

1. Understand the laws related to the daily life.

**Learning Outcomes**

1. Abide by the laws related to the daily life.
2. Know the benefits of abiding the laws and consequences for not abiding the laws.

**Learning Areas**

1. Land Traffic Act
2. Civil Registration Act
  - Birth registration
  - Death registration
  - Relocation registration
  - Identity card registration
3. Narcotics Act
4. Local Administrative Law
  - Municipal laws
  - Provisions of the Provincial Administrative Organization
  - Provisions of the Sub-district Administration Organization

## Teaching and Learning Activities

### **1<sup>st</sup> hour (Land Traffic Act)**

1. Ask students these questions:
  - a. Which laws relate to our daily life that do you know?
  - b. Why do you have to obey the laws?
2. Ask students to take note of the picture on page 41 in Primary Education Smart Plus Textbook Social Studies P.6. Ask students to explain the consequences of carrying out illegal activities.
3. Ask students to study **Land Traffic Act** on pages 42 and 43 in Primary Education Smart Plus Textbook Social Studies P.6. Then, ask them these questions:
  - a. Why does our country have to have Land Traffic Act?
  - b. How does the rider of a motorcycle abide by the law?
  - c. As a pedestrian, do you abide by the law? How?Encourage them to voice out their opinions and explain more.
4. Divide students into groups to list the traffic signs we can see on the roads and draw a conceptual map and present them in the class.
5. Explain **Let's Know More** on page 43 in Primary Education Smart Plus Textbook Social Studies P.6.
6. Ask students to carry out **Activity 1** in Primary Education Smart Plus Textbook Social Studies P.6 on page 44.

### **2<sup>nd</sup> – 3<sup>rd</sup> hours (Civil Registration Act)**

1. Explain the basic Civil Registration Act.
2. Divide students into groups of 5 to 9 people. Ask them to read the **Civil Registration Act** on pages 45 to 48 in Primary Education Smart Plus Textbook Social Studies P.6. Let each group draw a conceptual map of Civil Registration Act and present it in the class. Explain more.
3. Show them the picture of birth certificate on page 45 in Primary Education Smart Plus Textbook Social Studies P.6. Ask them if they know the details on the birth certificate and if they have seen their birth certificate. Everyone should have one. Discuss.

4. Elaborate the details of death certificate and ask students to list the details in their notebook.
5. Ask students if they have relocated before. Whom do their parents need to notify?
6. Ask students to show their identity cards. Let them draw a conceptual map about the details in an identity card.
7. Ask students to share their opinions about the advantages of having the civil registration.
8. Have students carry out **Practice** in Primary Education Smart Plus Textbook Social Studies P.6 on pages 48 and 49.

#### 4<sup>th</sup> hour (Narcotics Act)

1. Show students picture of drug addicts being arrested by the police. Ask them to share their opinions on the consequences of taking drugs.
2. Explain the **Narcotics Act**. Refer to pages 49 to 51 in Primary Education Smart Plus Textbook Social Studies P.6.
3. Ask students to draw a conceptual map on the disadvantages of narcotics involvement in their notebook. Select two students to present their work in the class. Elaborate more.
4. Explain the offences involving narcotics on page 51 in Primary Education Smart Plus Textbook Social Studies P.6 and give more information about the offences involving narcotics.
5. Elaborate more about aims of narcotics act.
6. Have students work on **Activity 2** in Primary Education Smart Plus Textbook Social Studies P.6 on page 52 as their homework.

#### 5<sup>th</sup> – 6<sup>th</sup> hours (Local Administrative Law)

1. Ask students the question: Why do we have to have local administrative law?
2. Discuss about our local administrative law.
3. Refer to pages 53 to 55 in Primary Education Smart Plus Textbook Social Studies P.6 for more explanation.
4. Divide students into groups. Ask them to draw a conceptual map on the local administrative law. Then, they need to present it in the class.

5. Encourage students to brainstorm on the advantages of practising local administrative law.
6. Have students work on **Activity 3** in Primary Education Smart Plus Textbook Social Studies P.6 on page 55.
7. Guide students to make a summary of local administrative law in their notebook. Select two students present their work in the class.

### **7<sup>th</sup> hour (Conclusion)**

1. Guide students to summarise the lesson learnt in Unit 1 “**The Law**”.
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.6 on pages 56 and 57.

**Remark:** Special Features: **Rule of Thumb** on page 58; **Volunteer for All** on page 59; and **Young Reporters** on page 59 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. Picture of drug addicts being arrested by the police
2. Primary Education Smart Plus Textbook Social Studies P.6

## Learning Outcome Form



Name-Surname: ..... No. ....

Prathomsuksa: ..... Date: .....

### Chapter 2 Community Life

### Unit 1 The Law

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further: .....

.....

.....

.....

.....

.....

Feeling after learning this unit:

.....

.....

.....

.....

.....

Knowledge gained from this unit: ..

.....

.....

.....

.....

.....

Application of knowledge from this unit on your daily life: .....

.....

.....

.....

.....

.....

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

.....

.....

.....

.....

.....

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

.....

.....

.....

.....

.....

## Unit 2 Thai Culture

### Indicators and learning areas (5 hours)

Indicators	Learning Areas
<b>So2.1 Gr6/2</b> Analyse cultural change over time and preserve the fine culture.	<ul style="list-style-type: none"><li>• <b>Thai Culture</b><ul style="list-style-type: none"><li>- Types of culture</li><li>- Cultural change</li><li>- Influences of foreign culture on the Thai culture</li></ul></li><li>• <b>Preservation of Thai Culture</b></li></ul>
<b>So2.1 Gr6/3</b> Show Thai manners appropriate to the occasion.	<ul style="list-style-type: none"><li>• <b>Thai Etiquette</b></li></ul>
<b>So2.1 Gr6/4</b> Explain different cultural values of various groups of people in Thai society.	<ul style="list-style-type: none"><li>• <b>Thai Culture</b><ul style="list-style-type: none"><li>- Cultural differences in Thai society</li></ul></li></ul>

### Learning Objectives

1. Understand cultural change over time in Thai society.
2. Understand influences of foreign culture on the Thai culture.
3. Understand and practise the preservation of Thai culture.
4. Understand and practise Thai Etiquette properly.
5. Understand cultural differences in Thai society.

### Learning Outcomes

1. Know that culture changes.
2. Know how to preserve Thai culture.
3. Practise Thai etiquette properly and correctly.
4. List and accept cultural differences in Thai society.
5. Have good attitudes and values towards Thai culture.

## **Learning Areas**

1. Thai Culture
  - Types of culture
  - Cultural change
  - Influences of foreign culture on the Thai culture
  - Cultural differences in Thai society
2. Thai Etiquette
3. Preservation of Thai Culture

## **Teaching and Learning Activities**

### **1<sup>st</sup> – 2<sup>nd</sup> hours (Thai Culture)**

1. Let students give examples of Thai culture.
2. Explain that Thai culture can be classified into two groups. Refer to page 61 in Primary Education Smart Plus Textbook Social Studies P.6. Ask students to write a short note or draw a picture regarding Thai culture in their notebook. Choose two students to present their work in the class.
3. Divide students into groups. Ask them to list the changes in Thai culture that they notice. Let them present the work in class.
4. Refer to page 62 in Primary Education Smart Plus Textbook Social Studies P.6 and explain more.
5. Ask students for the possible reasons for the change. Refer to pages 62 and 63 in Primary Education Smart Plus Textbook Social Studies P.6. Elaborate more.
6. Divide students into groups. Let each group draw and explain the cultural differences in Thai society. Let them present their work in the class.
7. Refer to pages 64 and 65 in Primary Education Smart Plus Textbook Social Studies P.6 and explain more.
8. Have students work on **Activity 1** in Primary Education Smart Plus Textbook Social Studies P.6 on page 65.



### 3<sup>rd</sup> – 5<sup>th</sup> hours (Thai Etiquette)

1. Ask students the questions:
  - a. Which Thai etiquette do you know?
  - b. Which Thai etiquette do you practise in your daily life?
2. Refer to pages 66 and 67 in Primary Education Smart Plus Textbook Social Studies P.6 and elaborate more.
3. Choose two boys and two girls to demonstrate how to show respect to the images of Buddha and older people. Refer to pages 66 and 67 in Primary Education Smart Plus Textbook Social Studies P.6. Ask other students to comment. Give more examples.
4. Show pictures of how we stand. Ask them to comment. Which pictures show proper standing and improper standing? Let students share their opinions. Elaborate more.
5. Choose two students to read aloud the text on page 68 in Primary Education Smart Plus Textbook Social Studies P.6. Ask other students to demonstrate how we should walk and sit, and share their opinions. Explain more.
6. Refer to page 69 in Primary Education Smart Plus Textbook Social Studies P.6. Explain how we should offer and receive things from monks and older people.
7. Choose two students to demonstrate how to offer and receive things. Ask other students if they are correct.
8. Divide students into groups. Let each group make a conceptual map of Thai etiquette that they have learnt and present the work in the class.
9. Get students to carry out **Activity 2** in Primary Education Smart Plus Textbook Social Studies P.6 on page 70.
10. Discuss with students about the advantages of practising Thai etiquette. Ask them for conclusion about Thai etiquette.

### 6<sup>th</sup> hour (Preservation of Thai Culture)

1. Ask students the question: How do you preserve Thai culture?
2. Refer to page 71 in Primary Education Smart Plus Textbook Social Studies P.6 and explain how we can preserve Thai culture.

3. Ask students to brainstorm on other ways to preserve Thai culture besides those listed on page 71 in Primary Education Smart Plus Textbook Social Studies P.6.
4. Get students to conclude ways to preserve Thai culture in their notebook. Randomly choose two students to present the work in the class.
5. Carry out **Activity 3** in Primary Education Smart Plus Textbook Social Studies P.6 on page 72.

### 7<sup>th</sup> hour (Conclusion)

1. Guide students to summarise the lesson in Unit 2 “**Thai Culture**”.
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.6 on pages 73 and 74.

**Remark:** Special Features: **Rule of Thumb** on page 75; **Volunteer for All** on page 75; and **Young Reporters** on page 75 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 people standing properly and improperly
2. Primary Education Smart Plus Textbook Social Studies P.6

## Learning Outcome Form



Name-Surname: ..... No. ....

Prathomsuksa: ..... Date: .....

### Chapter 2 Community Life

### Unit 2 Thai Culture

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further: .....

.....

.....

.....

.....

.....

Feeling after learning this unit:

.....

.....

.....

.....

.....

Knowledge gained from this unit: ..

.....

.....

.....

.....

.....

Application of knowledge from this unit on your daily life: .....

.....

.....

.....

.....

.....

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

.....

.....

.....

.....

.....

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

.....

.....

.....

.....

.....

## Unit 3 News and Events in Daily Life

### Indicators and learning areas (5 hours)

Indicators	Learning Areas
<b>So2.1 Gr6/5</b> Follow various data, information and events in daily life, and choose to receive and utilise the data and information appropriately for learning.	<ul style="list-style-type: none"><li>• <b>News and Events in Daily Life</b></li><li>• <b>News and Events from Several Sources</b></li><li>• <b>Advantages of News and Events Updating</b></li><li>• <b>Choosing and Using News Appropriately</b></li></ul>

### Learning Objectives

1. Know news and events occurred in daily life.
2. Know sources of news and events.
3. Understand advantages of news and events updating.
4. Know how to choose and use news appropriately.

### Learning Outcomes

1. Follow news and events in daily life.
2. Able to analyse the fact of news and events from several sources.
3. Explain the advantages of news and events updating.
4. Choose to receive news from reliable sources.

### Learning Areas

1. News and Events in Daily Life
2. News and Events from Several Sources
3. Advantages of News and Events Updating
4. Choosing and Using News Appropriately

## Teaching and Learning Activities

### **1<sup>st</sup> hour (News and Events in Daily Life)**

1. Ask students these questions:
  - a. Do you receive news and events?
  - b. From which sources do you receive news and events?
  - c. What news and events do you want to know the most?
2. Paste the word cards “Data”, “News” and “Events” on the board. Ask students for their meanings. Refer to page 77 in Primary Education Smart Plus Textbook Social Studies P.6 and explain more.
3. Ask students to make a conceptual map of data, news and events with their meanings in their notebook.
4. Show pictures of the Bangkok Recorder and the Royal Gazette. Explain more based on **Let’s Know More** on page 77 in Primary Education Smart Plus Textbook Social Studies P.6.

### **2<sup>nd</sup> hour (News and Events from Several Sources)**

1. Ask students to give examples of sources of news and events. Write their answers on the board and classify them. Explain more.
2. Refer to page 77 in Primary Education Smart Plus Textbook Social Studies P.6 and explain more.
3. Group students in pairs. Let them choose any news or events and present its content and sources in the class.
4. Show pictures of sources of news such as newspaper, internet, magazines and television. Ask students to brainstorm the sources.
5. Discuss the other sources besides on page 77 in Primary Education Smart Plus Textbook Social Studies P.6. Elaborate more.
6. Ask students to work on **Activity 1** in Primary Education Smart Plus Textbook Social Studies P.6 on page 78.

### 3<sup>rd</sup> hour (Advantages of News and Events Updating)

1. Discuss with students about the advantages of news and event updating.
2. Choose a student to read aloud the text on page 79 in Primary Education Smart Plus Textbook Social Studies P.6. Explain more.
3. Ask students to look at the pictures on page 79 in Primary Education Smart Plus Textbook Social Studies P.6. Discuss about the advantage of knowing these news.
4. Ask students to list the advantages of news and events updating in their notebook. Choose two students to present the work in the class and ask other students to list other advantages.
5. Conclude all advantages of news and events updating in the class.

### 4<sup>th</sup> hour (Choosing and Using News Appropriately)

1. Ask students the question: How do you choose to receive the news and events?
2. Explain to students the guidelines to choose and use news appropriately. Refer to page 80 in Primary Education Smart Plus Textbook Social Studies P.6 and explain more.
3. Ask students to list more guidelines.
4. Ask students to answer the question in **Let's Think** on page 80 in Primary Education Smart Plus Textbook Social Studies P.6 in their notebook.
5. Conclude the advantages of choosing and using news appropriately.
6. Have students work on **Activity 2** in Primary Education Smart Plus Textbook Social Studies P.6 on page 81 as their homework.

### 5<sup>th</sup> hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 3 “**News and Events in Daily Life**”.
2. Guide students to summarise the Learning Area of Unit 3.
3. Have students do **Enrichment Activity** in Primary Education Smart Plus Textbook Social Studies P.6 on page 82.

**Remark:** Special Features: **Rule of Thumb** on page 83; **Volunteer for All** on page 84; and **Young Reporters** on page 84 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: “Data”, “News” and “Events”
2. Pictures of the Bangkok Recorder and the Royal Gazette
3. Pictures of sources of news such as newspaper, internet, magazines and television
4. Primary Education Smart Plus Textbook Social Studies P.6

## Learning Outcome Form



Name-Surname: ..... No. ....

Prathomsuksa: ..... Date: .....

### Chapter 2 Community Life

### Unit 3 News and Events in Daily Life

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further: .....

.....

.....

.....

.....

.....

Feeling after learning this unit:

.....

.....

.....

.....

.....

Knowledge gained from this unit: ..

.....

.....

.....

.....

.....

Application of knowledge from this unit on your daily life: .....

.....

.....

.....

.....

.....

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

.....

.....

.....

.....

.....

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

.....

.....

.....

.....

.....



**Unit 4 Democratic Activities**  
**Indicators and learning areas (6 hours)**

<b>Indicators</b>	<b>Learning Areas</b>
<b>So2.2 Gr6/1</b> Compare the roles and duties of local administrations and those of the central government.	<ul style="list-style-type: none"> <li>• <b>Roles and Duties of Local Administration and Government</b> <ul style="list-style-type: none"> <li>- Roles and duties of local administration</li> <li>- Roles and duties of government</li> </ul> </li> </ul>
<b>So2.2 Gr6/2</b> Participate in various activities that promote democracy in local areas and in the country.	<ul style="list-style-type: none"> <li>• <b>Democratic Activities</b></li> </ul>
<b>So2.2 Gr6/3</b> Discuss the role and importance of exercising electoral rights in the democratic system.	<ul style="list-style-type: none"> <li>• <b>Exercise the Vote under Democratic System</b></li> </ul>

**Learning Objectives**

1. Understand the roles and duties of local administration and government.
2. Understand democratic activities.
3. Understand the rights to vote under the democratic system.

**Learning Outcomes**

1. Compare the roles and duties between local administration and government.
2. Participate in the activities that promote democracy in the community and country.
3. Know the procedures of voting under democratic system.

## Learning Areas

1. Roles and Duties of Local Administration and Government
  - Roles and duties of local administration
  - Roles and duties of government
2. Democratic Activities
3. Exercise the Vote under Democratic System

## Teaching and Learning Activities

### **1<sup>st</sup> – 2<sup>nd</sup> hours (Roles and Duties of Local Administration and Government)**

1. Ask students to list the roles and duties of local administration that they know.
2. Refer to page 86 in Primary Education Smart Plus Textbook Social Studies P.6 and elaborate more.
3. Draw a structure of Thai government on the board. Refer to page 87 in Primary Education Smart Plus Textbook Social Studies P.6. Explain more.
4. Get a student to read the text on page 88 in Primary Education Smart Plus Textbook Social Studies P.6. Elaborate more.
5. Ask students to work in pairs. They need to draw a structure of central, provincial and local administration. Let them present their work in the class.
6. Discuss with students about roles and duties of government and each administration.
7. Have students work on **Activity 1** in Primary Education Smart Plus Textbook Social Studies P.6 on page 89.
8. Have students carry out **Practice** in Primary Education Smart Plus Textbook Social Studies P.6 on page 89 as their homework.
9. Conclude the roles and duties of local administration and government. Let students ask any questions if they do not understand clearly.

### **3<sup>rd</sup> hour (Democratic Activities)**

1. Ask students the question: How can you participate in any democratic activities?
2. Choose two students to read out aloud the text on page 90 in Primary Education Smart Plus Textbook Social Studies P.6. Explain more.

3. Divide students into groups to brainstorm how they can participate in democratic activities besides those listed on page 90 in Primary Education Smart Plus Textbook Social Studies P.6. Let each group present their work in the class.
4. Get two volunteers share their experiences in participating in the democratic activities. Encourage other students to share their opinions.
5. Encourage students to share their opinions about the disadvantages of not participating in any democratic activities.
6. Have students work on **Activity 2** in Primary Education Smart Plus Textbook Social Studies P.6 on page 91.

#### **4<sup>th</sup> – 5<sup>th</sup> hours (Exercise the Vote under Democratic System)**

1. Refer to page 92 in Primary Education Smart Plus Textbook Social Studies P.6 and explain more.
2. Ask students the question:
  - a. Why is voting important to you?
  - b. What are disadvantages of not exercising the rights to vote?Choose three students to write their answers on the board and encourage others to share their opinions.
3. Choose two students to read aloud the text on **Election procedures** on page 93 in Primary Education Smart Plus Textbook Social Studies P.6. Explain more.
4. Divide students into groups to make a conceptual map about election procedures. Let them present their work in the class.
5. Ask students the question: What are the qualifications of an eligible voter?
6. Explain to students the qualification of a qualified voter. Refer to **Let's Know More** on page 93 in Primary Education Smart Plus Textbook Social Studies P.6.
7. Have students work on **Activity 3** in Primary Education Smart Plus Textbook Social Studies P.6 on page 94.

### 6<sup>th</sup> hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 4 “**Democratic Activities**”.
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.6 on page 95.
4. Encourage students to evaluate themselves by filling in **Evaluation Form** on page 97 in Primary Education Smart Plus Textbook Social Studies P.6.
5. To test students’ understanding of this chapter, ask students to work on **TEST** in Primary Education Smart Plus Textbook Social Studies P.6 on pages 98 to 100.

**Remark:** Special Features: **Rule of Thumb** on page 96; **Volunteer for All** on page 96; and **Young Reporters** on page 96 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. Primary Education Smart Plus Textbook Social Studies P.6

## Learning Outcome Form



Name-Surname: ..... No. ....

Prathomsuksa: ..... Date: .....

### Chapter 2 Community Life

### Unit 4 Democratic Activities

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further: .....

.....

.....

.....

.....

.....

Feeling after learning this unit:

.....

.....

.....

.....

.....

Knowledge gained from this unit: ..

.....

.....

.....

.....

.....

Application of knowledge from this unit on your daily life: .....

.....

.....

.....

.....

.....

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

.....

.....

.....

.....

.....

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

.....

.....

.....

.....

.....

## Chapter 3 Economics

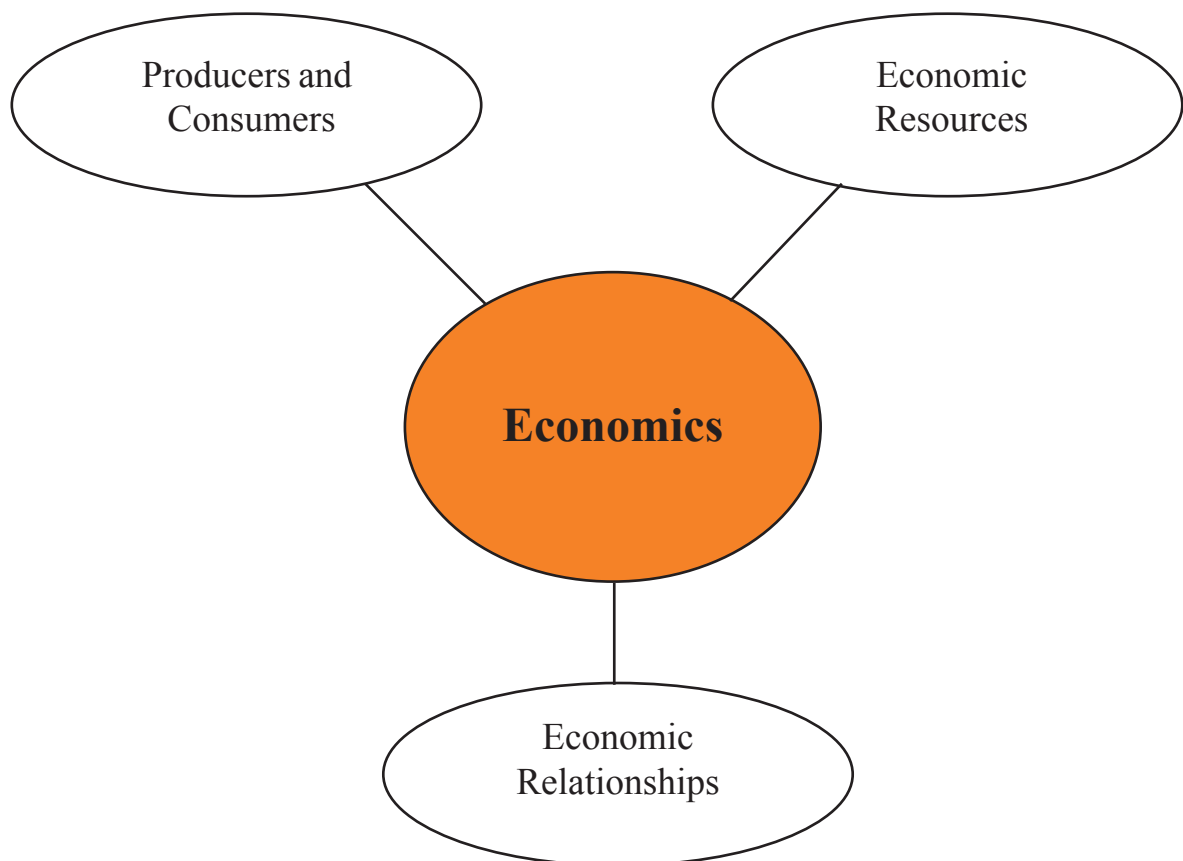
### Strand 3 : Economics

(17 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 Producers and Consumers

### Indicators and learning areas (4 hours)

Indicators	Learning Areas
<b>So3.1 Gr6/1</b> Explain the roles of responsible producers.	• <b>Responsible Producers</b>
<b>So3.1 Gr6/2</b> Explain the roles of sharp consumers.	• <b>Sharp Consumers</b>

### Learning Objectives

1. Understand the roles of responsible producers.
2. Understand the roles of sharp consumers.

### Learning Outcomes

1. Explain the roles of responsible producers.
2. Explain the roles of sharp consumers.

### Learning Areas

1. Responsible Producers
2. Sharp Consumers

### Teaching and Learning Activities

#### **1<sup>st</sup> hour (Responsible Producers)**

1. Divide students into groups. Ask them to discuss and list the roles of a responsible producer. Let them present their work in the class.
2. Choose two students to read aloud the text on page 103 in Primary Education Smart Plus Textbook Social Studies P.6. Explain more about the roles of a responsible producer.
3. Explain also the responsibilities of producers in the utilisation of resources and the advantages of producing quality products. Refer to page 104 in Primary Education Smart Plus Textbook Social Studies P.6. Ask students to conclude them in their notebook.

4. Ask students to carry out **Activity 1** on page 105 in Primary Education Smart Plus Textbook Social Studies P.6 as their homework.
5. Elaborate **Let's Know More** on page 106 in Primary Education Smart Plus Textbook Social Studies P.6. Ask students to give examples of goods that have Thailand's brand.

### 2<sup>nd</sup> – 3<sup>rd</sup> hours (Sharp Consumers)

1. Ask students the question: What are the characteristics of sharp consumers?
2. Explain the characteristics of sharp consumers. Refer to pages 106 and 107 in Primary Education Smart Plus Textbook Social Studies P.6. Ask students to conclude the characteristics of sharp consumers as a conceptual map in their notebook.
3. Get students to list the negative consumer behaviours.
4. Divide students into groups and ask them to make a conceptual map of negative consumer behaviours. Let them present their work in the class.
5. Give an example of negative consumer behaviour. Ask students to comment on this behaviour.
6. Refer to the text on page 107 in Primary Education Smart Plus Textbook Social Studies P.6. Elaborate the negative consumer behaviours.
7. Have students do **Activity 2** on page 108 in Primary Education Smart Plus Textbook Social Studies P.6.
8. Encourage students to think about the question in **Let's Think**. Ask them to write their answers in their notebook.
9. Choose a student to read aloud the text on the **Advantages of sharp consumer behaviours**. Explain more. Ask students to conclude it in their notebook.
10. Have students do **Practice** on page 110 in Primary Education Smart Plus Textbook Social Studies P.6 as their homework.



#### **4<sup>th</sup> hour (Conclusion)**

1. Guide students to summarise the lesson learnt in Unit 1 “**Producers and Consumers**”.
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.6 on page 111.

#### **Emphasised Skills**

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

#### **Learning Materials**

1. Primary Education Smart Plus Textbook Social Studies P.6

## Learning Outcome Form



Name-Surname: ..... No. ....

Prathomsuksa: ..... Date: .....

### Chapter 3 Economics

### Unit 1 Producers and Consumers

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further: .....

.....

.....

.....

.....

.....

Feeling after learning this unit:

.....

.....

.....

.....

.....

Knowledge gained from this unit: ..

.....

.....

.....

.....

.....

Application of knowledge from this unit on your daily life: .....

.....

.....

.....

.....

.....

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

.....

.....

.....

.....

.....

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

.....

.....

.....

.....

.....

## Unit 2 Economic Resources

### Indicators and learning areas (5 hours)

Indicators	Learning Areas
<b>So3.1 Gr6/3</b> Tell the methods and benefits of sustainable utilisation of resources.	<ul style="list-style-type: none"><li>• <b>Meaning and Importance of Resources</b><ul style="list-style-type: none"><li>- Meaning of resource</li><li>- Economic resources</li><li>- The importance of resources</li></ul></li><li>• <b>Principle to Efficient Use of Limited Resources</b><ul style="list-style-type: none"><li>- Using limited resources in the most efficient way</li><li>- Using limited resources in the most worthy way</li><li>- Advantages of using sustainable resources</li><li>- Awareness of the importance of efficient resource utilisation</li><li>- Planning the use of resources by new techniques and methods</li></ul></li></ul>

### Learning Objectives

1. Understand meaning and importance of resources.
2. Understand and practise the principle of using limited resources efficiently.
3. Understand the advantages of using sustainable resources.
4. Understand the importance of efficient resource utilisation.
5. Understand new techniques and methods in planning the use of resources.

## Learning Outcomes

1. Tell the meaning and importance of resources.
2. Able to use of limited resources efficiently.
3. List the advantages of using sustainable resources.
4. Be aware of the importance of efficient resource utilisation.
5. Know new techniques and methods in planning the use of resources.

## Learning Areas

1. Meaning and Importance of Resources
  - Meaning of resource
  - Economic resources
  - The importance of resources
2. Principle to Efficient Use of Limited Resources
  - Using limited resources in the most efficient way
  - Using limited resources in the most worthy way
  - Advantages of using sustainable resources
  - Awareness of the importance of efficient resource utilisation
  - Planning the use of resources by new techniques and methods

## Teaching and Learning Activities

### **1<sup>st</sup> hour (Meaning and Importance of Resources)**

1. Ask students the question: What are the resources that you know?
2. Choose two students to read aloud the text on page 113 in Primary Education Smart Plus Textbook Social Studies P.6. Further explain the meaning of resources.
3. Ask students to conclude the **Meaning of resource** as a conceptual map in their notebook.
4. Attach word cards such as “Land”, “Labour”, “Capital” and “Entrepreneur” on the board. Encourage students to discuss the meaning of these words. Improve and correct them, if necessary. Refer to the text on **Economic resources** on page 114 in Primary Education Smart Plus Textbook Social Studies P.6.

5. Explain **The importance of resources**. Refer to pages 114 and 115 in Primary Education Smart Plus Textbook Social Studies P.6.

#### **2<sup>nd</sup> – 3<sup>rd</sup> hours (Principle to Efficient Use of Limited Resources)**

1. Discuss with students the methods to use resources efficiently.
2. Ask a student to read aloud the text on **Using limited resources in the most efficient way** on page 115 in Primary Education Smart Plus Textbook Social Studies P.6. Explain more.
3. Ask students the question: How can you use limited resources in the most efficient way?
4. Divide students into groups. Ask them to make a conceptual map of **Using limited resources in the most worthy way**. Ask each group to present their work in the class and explain more.
5. Ask students the worthy ways that they can use when limited resources are involved. Choose three students to tell their methods. Have an open discussion about the methods and the advantages of using the methods.
6. Show pictures of paper, clothes, bottles and plastic bags. Ask students for ways to use them in the most worthy way.
7. Explain the **Advantages of using sustainable resources**. Refer to the text on page 116 in Primary Education Smart Plus Textbook Social Studies P.6.
8. Let students give more advantages of using sustainable resources.

#### **4<sup>th</sup> hour (Principle to Efficient Use of Limited Resources)**

1. Let students study **Awareness of the importance of efficient resource utilisation** on page 117 in Primary Education Smart Plus Textbook Social Studies P.6.
2. Ask students the question: Why is it important to adapt new techniques and methods in production?
3. Explain **Planning the use of resources by new techniques and methods**. Refer to the text on page 117 in Primary Education Smart Plus Textbook Social Studies P.6.

4. Have students answer the question in **Let's Think** on page 118 in Primary Education Smart Plus Textbook Social Studies P.6 in their notebook. Let them share their answers in the class. Explain more.
5. Have students carry out **Activity** on page 118 in Primary Education Smart Plus Textbook Social Studies P.6.

### **5<sup>th</sup> hour (Conclusion)**

1. Guide students to summarise the lesson learnt in Unit 2 “**Economic Resources**”.
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.6 on page 119.

### **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: “Land”, “Labour”, “Capital” and “Entrepreneur”
2. Pictures of paper, clothes, bottles and plastic bags
3. Primary Education Smart Plus Textbook Social Studies P.6

## Learning Outcome Form



Name-Surname: ..... No. ....

Prathomsuksa: ..... Date: .....

### Chapter 3 Economics

### Unit 2 Economic Resources

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further: .....

.....

.....

.....

.....

.....

Feeling after learning this unit:

.....

.....

.....

.....

.....

Knowledge gained from this unit: ..

.....

.....

.....

.....

.....

Application of knowledge from this unit on your daily life: .....

.....

.....

.....

.....

.....

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

.....

.....

.....

.....

.....

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

.....

.....

.....

.....

.....

## Unit 3 Economic Relationships

### Indicators and learning areas (8 hours)

Indicators	Learning Areas
<b>So3.2 Gr6/1</b> Explain relationships between producers, consumers, bank and the government.	<ul style="list-style-type: none"><li>• <b>Economic System and Economic Unit</b></li><li>• <b>Tax</b></li><li>• <b>Consumer Rights and Labour Rights</b><ul style="list-style-type: none"><li>- Consumer rights</li><li>- Labour rights</li></ul></li><li>• <b>Relationships between Producers, Consumers and Government to Manage Incomes, Expenses, Savings and Investments</b></li></ul>
<b>So3.2 Gr6/2</b> Cite examples of economic grouping in the local area.	<ul style="list-style-type: none"><li>• <b>Economic Integration</b></li></ul>

### Learning Objectives

1. Understand economic system.
2. Understand economic unit.
3. Understand tax.
4. Understand consumer rights.
5. Understand labour rights.
6. Understand relationships between producers, consumers and government to manage incomes, expenses, savings and investments.
7. Understand economic integration.



## Learning Outcomes

1. Able to explain economic system and economic unit.
2. Tell the relationships between economic units.
3. State and explain tax in Thailand.
4. Know and practise according to consumer rights.
5. Know the labour rights.
6. Explain the relationships between producers, consumers and government to manage incomes, expenses, savings and investments.
7. Tell and explain economic integration.

## Learning Areas

1. Economic System and Economic Unit
2. Tax
3. Consumer Rights and Labour Rights
  - Consumer rights
  - Labour rights
4. Relationships between Producers, Consumers and Government to Manage Incomes, Expenses, Savings and Investments
5. Economic Integration

## Teaching and Learning Activities

### **1<sup>st</sup> hour (Economic System and Economic Unit)**

1. Explain **Economic System and Economic Unit**. Refer to the text on page 121 in Primary Education Smart Plus Textbook Social Studies P.6.
2. Ask students to make a conceptual map of economic unit on their notebook. Choose two students to present their work in the class.
3. Choose a student to read aloud the text on **Relationships between economic units** on pages 122 and 123 in Primary Education Smart Plus Textbook Social Studies P.6. Explain more and elaborate from the chart.
4. Divide students into groups. Let each group describe the relationships between economic units from the chart.

5. Elaborate more. Refer to the text on page 122 in Primary Education Smart Plus Textbook Social Studies P.6.
6. Have students carry out **Practice** on page 123 in Primary Education Smart Plus Textbook Social Studies P.6.

### 2<sup>nd</sup> – 3<sup>rd</sup> hours (Tax)

1. Ask students the question: What is the tax?
2. Explain the meaning of tax. Refer to the text on page 124 in Primary Education Smart Plus Textbook Social Studies P.6.
3. Ask students to draw a conceptual map of tax in their notebook. Choose two students to present their work in the class.
4. Show an invoice or receipt of goods or service. Explain the VAT 7% on it.
5. Divide students into groups to brainstorm about importance of Tax. Let them list the points on a piece of paper and present their work in the class. Explain more.
6. Ask students to give examples of tax that are collected by the local administration. Explain more.
7. Ask students about the government agencies that collect taxes. Explain more.
8. Work in pairs to draw conceptual maps of taxes that are collected by the local administration and government agencies. Choose two pairs to present their work in the class.
9. Have students do **Activity 1** no.1 on page 126 in Primary Education Smart Plus Textbook Social Studies P.6 in the class and no.2 as their homework.

### 4<sup>th</sup> hour (Consumer Rights and Labour Rights)

1. Ask students to search information on consumer rights from the internet as their homework. Let them present their findings in the class.
2. Choose two students to read aloud the text on **Consumer rights** on pages 127 and 128 in Primary Education Smart Plus Textbook Social Studies P.6. Elaborate more.

3. Let students share their opinions if they exercise their consumer rights.
4. Discuss with students the importance of the consumer rights to them.
5. Read the text in **Let's Know More** on page 128 in Primary Education Smart Plus Textbook Social Studies P.6. Ask students if they have complained to the OCPB before.
6. Have students do **Activity 2** on page 129 in Primary Education Smart Plus Textbook Social Studies P.6.

### 5<sup>th</sup> – 6<sup>th</sup> hours (Consumer Rights and Labour Rights)

1. Ask students the question: Which labour rights do you know?
2. Ask two students to read aloud the text on working days and working hours on page 130 in Primary Education Smart Plus Textbook Social Studies P.6. Explain more.
3. Explain the wages, overtime pay and holiday pay. Refer to the text on pages 130 and 131 in Primary Education Smart Plus Textbook Social Studies P.6.
4. Ask two students to read aloud the text on the rate of severance pay for termination on pages 131 and 132 in Primary Education Smart Plus Textbook Social Studies P.6. Explain more.
5. Explain the text on pages 133 and 134 in Primary Education Smart Plus Textbook Social Studies P.6.
6. Divide students into groups to make a conceptual map of labour rights. Ask them to present their work in the class.
7. Show a picture of a child labour being abused. Ask students to comment the action shown.
8. Explain **Let's Know More** on page 134 in Primary Education Smart Plus Textbook Social Studies P.6.
9. Ask students to carry out **Activity 3** no.1 on page 135 in Primary Education Smart Plus Textbook Social Studies P.6 in the class and no.2 as their homework.

### 7<sup>th</sup> hour (Relationships between Producers, Consumers and Government to Manage Incomes, Expenses, Savings and Investments, and Economic Integration)

1. Explain **Relationships between Producers, Consumers and Government to Manage Incomes, Expenses, Savings and Investments**. Refer to the text on page 136 in Primary Education Smart Plus Textbook Social Studies P.6.
2. Have students do **Activity 4** on page 136 in Primary Education Smart Plus Textbook Social Studies P.6.
3. Ask students the question: In your community, is there any economic integration?
4. Show a picture of a cooperative. Ask students if the cooperative is an economic integration.
5. Explain **Economic Integration**. Refer to the text on page 137 in Primary Education Smart Plus Textbook Social Studies P.6.
6. Ask students to carry out **Activity 5** on page 138 in Primary Education Smart Plus Textbook Social Studies P.6.

### 8<sup>th</sup> hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 3 “**Economic Relationships**”.
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.6 on pages 139 and 140.
4. Encourage students to evaluate themselves by filling in **Evaluation Form** on page 143 in Primary Education Smart Plus Textbook Social Studies P.6.
5. To test students’ understanding of this chapter, ask students to work on **TEST** in Primary Education Smart Plus Textbook Social Studies P.6 on pages 144 to 146.

**Remark:** Special Features: **Track My Spending** on pages 141 and 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. The invoice or receipt of goods or services
2. A picture of child labour abuse
3. A picture of a cooperative
4. Primary Education Smart Plus Textbook Social Studies P.6

## Learning Outcome Form



Name-Surname: ..... No. ....

Prathomsuksa: ..... Date: .....

### Chapter 3 Economics

### Unit 3 Economic Relationships

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further: .....

.....

.....

.....

.....

.....

Feeling after learning this unit:

.....

.....

.....

.....

.....

Knowledge gained from this unit: ..

.....

.....

.....

.....

.....

Application of knowledge from this unit on your daily life: .....

.....

.....

.....

.....

.....

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

.....

.....

.....

.....

.....

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

.....

.....

.....

.....

.....

## Chapter 4 History

### Strand 4: History

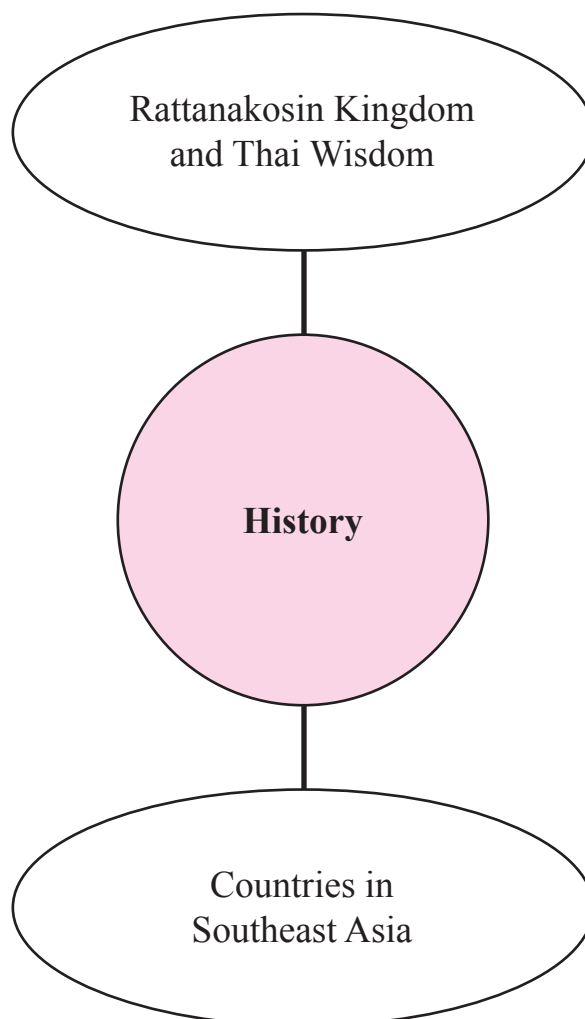
(40 hours)

**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 Rattanakosin Kingdom and Thai Wisdom

## Indicators and learning areas (24 hours)

Indicators	Learning Areas
<b>So4.3 Gr6/1</b> Explain in brief Thailand's development during the Rattanakosin period.	<ul style="list-style-type: none"><li>• <b>Establishment of the Rattanakosin Kingdom</b></li><li>• <b>Development of the Rattanakosin Kingdom</b><ul style="list-style-type: none"><li>- Development of the early Rattanakosin period</li><li>- The period of the country's reform</li><li>- The period of democracy</li></ul></li></ul>
<b>So4.3 Gr6/2</b> Explain factors contributing to Thailand's economic prosperity and administrative achievements during the Rattanakosin period.	<ul style="list-style-type: none"><li>• <b>Factors Contributing to Economic and Administrative Achievements of the Rattanakosin Kingdom</b></li></ul>
<b>So4.3 Gr6/3</b> Cite examples of achievements of important persons in various respects during the Rattanakosin period.	<ul style="list-style-type: none"><li>• <b>Activity</b></li></ul>
<b>So4.3 Gr6/4</b> Explain about important Thai wisdom of the Rattanakosin period that they are proud of and should be preserved.	<ul style="list-style-type: none"><li>• <b>Thai Wisdom of the Rattanakosin Period</b></li></ul>

### Learning Objectives

1. Understand Thailand's development during the Rattanakosin period.
2. Understand the factors contributing to economic and administrative achievements of the Rattanakosin kingdom.
3. Understand the achievements of important persons during the Rattanakosin period.
4. Understand the Thai wisdom of the Rattanakosin period.



### **Learning Outcomes**

1. Know the establishment and the development of the Rattanakosin kingdom.
2. Analyse and list the factors contributing to economic and administrative achievements of the Rattanakosin kingdom.
3. Know the achievements of important persons during the Rattanakosin period.
4. Explain and list the Thai wisdom of the Rattanakosin period.

### **Learning Areas**

1. Establishment of the Rattanakosin Kingdom
2. Factors Contributing to Economic and Administrative Achievements of the Rattanakosin Kingdom
3. Development of the Rattanakosin Kingdom
  - Development of the early Rattanakosin period
  - The period of the country's reform
  - The period of democracy
4. Thai Wisdom of the Rattanakosin Period

### **Teaching and Learning Activities**

#### **1<sup>st</sup> – 6<sup>th</sup> hours (Establishment of the Rattanakosin Kingdom)**

1. Show the picture of Ananta Samakhom Throne Hall or ask students to look at the picture on page 148 in Primary Education Smart Plus Textbook Social Studies P.6 and let them answer the following questions: What is the name of the place? What is its importance? Have you ever been there before? Explain more about its history and importance.
2. According to the history of Ananta Samakhom Throne Hall which was built in the Rattanakosin period, elaborate the establishment of the Rattanakosin kingdom based on the text of the first paragraph on page 149 in Primary Education Smart Plus Textbook Social Studies P.6.

3. Ask students to answer **Let's Think** in Primary Education Smart Plus Textbook Social Studies P.6 on page 149. Let them write their answers in their notebook. Randomly choose some students to present their answers. Explain more about the full name of Bangkok.
4. Show a clip about the Nine Armies War (สงครามเก้าทัพ) or elaborate the Nine Armies War to commemorate the great devotion and abilities of King Buddha Yodfa Chulaloke the Great or King Rama I, the founder of the Rattanakosin kingdom, who fought against and overcame the Burmese troops and finally led to the closure of long battle and the beginning of peaceful era.
5. Show the picture of the monument of King Buddha Yodfa Chulaloke the Great to students and ask them the question: How is the person in the picture important to the establishment of the Rattanakosin kingdom? Randomly choose 3 to 4 volunteers to present their answers. Appreciate their work and summarise the establishment of the Rattanakosin kingdom.
6. Divide students into five groups. (Specifically choose students or draw lots subject to suitability.) Each group send a representative to draw lots to present their work according to the given topics below:
  - a. Why did King Rama I hold the ceremony of coronation?
  - b. Why did King Rama I select the new capital city?
  - c. What are the factors contributing to stability and prosperity of the Rattanakosin kingdom?
  - d. How many monarchs of the Chari dynasty? What are their names?
7. Ask each group to choose a head of a group, a secretary who is responsible for recording the meeting and a representative for presentation. Ask them to search for information in accordance with the topic from various sources, for example related documents, the internet and interview with a person who is a scholar.
8. Ask each group to gather at a meeting room or a yard after they collected sufficient information. Ask each group to sit separately.

9. Explain the objective, rules and length of time for presentation to students. Then ask each group to send a representative to present their work according to the topics and length of time. Supervise the presentation and give some suggestions or further knowledge involving that topic.
10. Ask each group to summarise what they have presented in the form of illustrations, a conceptual map, a clip or a presentation in the form of PowerPoint file.
11. Ask each group to have a representative to present what they have prepared for five minutes and let the other group to ask some questions and give some comments on their presentation as follows:
  - a. **1<sup>st</sup> group:** Present > **2<sup>nd</sup> group:** Ask some questions and give some comments
  - b. **2<sup>nd</sup> group:** Present > **3<sup>rd</sup> group:** Ask some questions and give some comments
  - c. **3<sup>rd</sup> group:** Present > **4<sup>th</sup> group:** Ask some questions and give some comments
  - d. **4<sup>th</sup> group:** Present > **5<sup>th</sup> group:** Ask some questions and give some comments
  - e. **5<sup>th</sup> group:** Present > **1<sup>st</sup> group:** Ask some questions and give some comments
12. Summarise all topics students discuss.

### **7<sup>th</sup> – 10<sup>th</sup> hours (Factors Contributing to Economic and Administrative Achievements of the Rattanakosin Kingdom)**

1. Review the establishment of the Rattanakosin kingdom and the reason that King Rama I established the new capital city based on the text of the last paragraph in Primary Education Smart Plus Textbook Social Studies P.6 on page 149.
2. Ask students to work in pairs and list the factors contributing to economic and administrative achievements of the Rattanakosin kingdom. Randomly choose some students to present their answers.
3. Explain **Factors Contributing to Economic and Administrative Achievements of the Rattanakosin Kingdom** on pages 150 to 152 in Primary Education Smart Plus Textbook Social Studies P.6.
4. Get two volunteers to read aloud the text of Competent rulers on pages 150 and 151 in Primary Education Smart Plus Textbook Social Studies P.6.

5. Divide students into groups of 3 to 4 students to search for information about one royal duty of one monarch of the Chakri dynasty contributing to the economic and administrative achievements to the Rattanakosin kingdom. For example, King Chulalongkorn the Great implemented the policy of modernisation and established relations with western colonialism to protect the country's sovereignty or King Buddha Yodfa Chulaloke the Great fought against and overcame the Burmese troops from the Nine Armies War which led to peace throughout his reign. Ask them to write in a short essay and present their essay in the class.
6. Explain the text in **Let's Know More** on page 151 in Primary Education Smart Plus Textbook Social Studies P.6.
7. Elaborate more that apart from the factor of Competent rulers, Social and cultural factors also contribute to the economic and administrative achievements of the Rattanakosin kingdom. Refer to page 152 in Primary Education Smart Plus Textbook Social Studies P.6.
8. Get a volunteer to read aloud the text of Social and cultural factors on page 152 in Primary Education Smart Plus Textbook Social Studies P.6.
9. Explain further that there are also other factors contributing to the economic and administrative achievements of the Rattanakosin kingdom which include:
  - a. The location of the Rattanakosin kingdom is located near the Gulf of Thailand which is suitable for international trade.
  - b. Influence of prevailing wind – the southwest monsoon and the northeast monsoon – that bring about rain for planting and agriculture
  - c. Many rivers, such as the Chao Phraya River, the Tha Chin River, the Mae Khlong River, that run through the kingdom make the land fertile and suitable for agriculture.
  - d. Regarded as a cultural centre because it is situated in the middle of the west and the east of commercial route.

10. Based on the four attributes above, ask students to analyse which capitals or cities of which country that have the same attributes. For example, from the first attribute: Located near the shipping route, the cities that have the same attribute include Amsterdam, the Netherlands; Manila, the Philippines, etc. Encourage them to write the answers in their notebook and share their opinions in the class.
11. Ask students to draw a conceptual map to summarise the factors contributing to economic and administrative achievements of the Rattanakosin kingdom in their notebook.

### 11<sup>th</sup> – 18<sup>th</sup> hours (Development of the Rattanakosin Kingdom)

1. Elaborate that the development in many aspects of the Rattanakosin kingdom can be divided into three periods which are the development of the early Rattanakosin period; the period of the country's reform; and the period of democracy.
2. Explain '**The development of the early Rattanakosin period**' based on the text on pages 152 and 153 in Primary Education Smart Plus Textbook Social Studies P.6.
3. Choose a volunteer to read the text of Political development aloud on page 152 in Primary Education Smart Plus Textbook Social Studies P.6. Explain more.
4. Show a clip about the Law of Three Seals to students for their better understanding.
5. Choose a volunteer to read the text of Social development aloud on page 152 in Primary Education Smart Plus Textbook Social Studies P.6. Explain more.
6. Choose a volunteer to read the text of Economic development aloud on page 153 in Primary Education Smart Plus Textbook Social Studies P.6. Explain more.
7. Elaborate more about the Burney Treaty, the main contents of the treaty and the effects on the economy of Siam.
8. Explain '**The period of the country's reform**' based on the text on pages 153 to 157 in Primary Education Smart Plus Textbook Social Studies P.6.

9. Encourage students to think about why Siam was required to carry out the major reforms and what the reforms that took place in this period are. Write their answers in their notebook and randomly choose some students to present their answers. Explain more.
10. Divide students into four groups to gather information about the following aspects of the developments taken place in the period of the country's reform:
  - a. Administrative development
  - b. Economic development
  - c. Social and cultural development
  - d. Educational development
11. Ask students to read the developments in Primary Education Smart Plus Textbook Social Studies P.6 on pages 153 to 157 and find out more information according to the topics they are assigned.
12. After finishing finding out information, ask each group to discuss information they have searched and rewrite information for presentation in the class.
13. Ask each group to have representatives to present their work in the class.
14. Summarise each group's work and appreciate their work.
15. Ask students to make a conceptual map to summarise the developments in various aspects of the period of the country's reform in their notebook.
16. Ask student the question: Do you know what happened on 24 June 1932? Explain briefly based on the text on page 157 in Primary Education Smart Plus Textbook Social Studies P.6.
17. Explain '**The period of democracy**' based on the text on pages 157 to 160 in Primary Education Smart Plus Textbook Social Studies P.6.
18. Ask students to work with the same group to gather information about the following aspects of the developments taken place in the period of democracy:
  - a. Administrative development
  - b. Economic development
  - c. Social and cultural development
  - d. Educational development

19. Ask students to read the developments in Primary Education Smart Plus Textbook Social Studies P.6 on pages 157 to 160 and find out more information according to the topics they are assigned.
20. After finishing finding out information, ask each group to discuss information they have searched and rewrite information for presentation in the class.
21. Ask each group to have representatives to present their work in the class.
22. Summarise each group's work and appreciate their work.
23. Explain more about the Philosophy of Sufficiency Economy granted by His Majesty King Bhumibol Adulyadej The Great and how students can apply this philosophy to their life.
24. Ask students to make a conceptual map to summarise the developments in various aspects of the period of democracy in their notebook.
25. Ask students to carry out **Activity** on page 165 in Primary Education Smart Plus Textbook Social Studies P.6 by dividing students into three groups and finding information about the following important persons of the Rattanakosin period:
  - a. King Buddha Yodfa Chulaloke the Great
  - b. Somdet Phra Bawornrajchao Maha Sura Singhanat
  - c. King Chulalongkorn (King Rama V)
26. Ask students to present the information of their lives and achievements, as well as pictures relating to information in the class.
27. Explain more and appreciate their work.

#### **19<sup>th</sup> – 23<sup>th</sup> hours (Thai Wisdom of the Rattanakosin period)**

1. Ask students the question: What is the meaning of wisdom? Explain the meaning based on the text on page 160 in Primary Education Smart Plus Textbook Social Studies P.6.
2. Encourage students to give some examples of Thai wisdom created in the Rattanakosin period.



3. Show the following pictures: The Grand Palace; some mural paintings at the Grand Palace; Chakri Maha Prasat Throne Hall; Ananta Samakhom Throne Hall; the Equestrian Statue of King Chulalongkorn; Victory Monument; Bang Pa-In Palace; Wat Ratcha Orasaram; Wat Thepthidaram; and Phra Nakhon Khiri Historical Park. Explain the importance of each picture and the influence of western and Chinese cultures over the Thai art and culture of the Rattanakosin period.
4. Get volunteers to read the text of **Art and architecture** topic aloud on pages 161 and 162 in Primary Education Smart Plus Textbook Social Studies P.6. Explain more.
5. Explain the text in **Let's Know More** on page 161 in Primary Education Smart Plus Textbook Social Studies P.6.
6. Divide students into four groups to search for information about Thai culture, including art, architecture, literary works, etc., created in the three periods of the Rattanakosin kingdom as follows:
  - a. Thai culture of the early Rattanakosin period (during the reign of King Rama I to the reign of King Rama III)
  - b. Thai culture of the period of the country's reform (during the reign of King Rama IV to the reign of King Rama VI)
  - c. Thai culture of the period of democracy (during the reign of King Rama VII to the reign of King Rama X)
  - d. History of the temples of the monarchs of the Chakri dynasty
7. Ask each group to present their work in the class. Appreciate their work.
8. Explain the text of **Literature** topic on page 163 in Primary Education Smart Plus Textbook Social Studies P.6.
9. Assign students to read their most favourite literary work created in the Rattanakosin period and relate briefly the story of the book to other students in the class by including the following topics:
  - a. The author
  - b. Year of composing
  - c. Brief contents of the book
  - d. The reasons you like this book



10. Explain more on their works.
11. Ask students to make a conceptual map to summarise the Thai wisdom of the Rattanakosin period in their notebook.
12. Have students carry out **Practice** in Primary Education Smart Plus Textbook Social Studies P.6 on pages 164 and 165 as their homework.

### **24<sup>th</sup> hour (Conclusion)**

1. Guide students to summarise the lesson learnt in Unit 1 “**Rattanakosin Kingdom and Thai Wisdom**”.
2. Guide students to summarise the Learning Areas of Unit 1.

### **Emphasised Skills**

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

### **Learning Materials**

1. Pictures:
  - Ananta Samakhom Throne Hall
  - The monument of King Buddha Yodfa Chulaloke the Great
  - The Grand Palace
  - Mural paintings at the Grand Palace
  - Chakri Maha Prasat Throne Hall
  - The Equestrian Statue of King Chulalongkorn
  - Victory Monument
  - Bang Pa-In Palace
  - Wat Ratcha Orasaram
  - Wat Thepthidaram
  - Phra Nakhon Khiri Historical Park

2. Clip about the Nine Armies War
3. Clip about the Law of Three Seals
4. Primary Education Smart Plus Textbook Social Studies P.6

## Learning Outcome Form



Name-Surname: ..... No. ....

Prathomsuksa: ..... Date: .....

### Chapter 4 History

### Unit 1 Rattanakosin Kingdom and Thai Wisdom

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further: .....

.....

.....

.....

.....

.....

Feeling after learning this unit:

.....

.....

.....

.....

.....

Knowledge gained from this unit: ..

.....

.....

.....

.....

.....

Application of knowledge from this unit on your daily life: .....

.....

.....

.....

.....

.....

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

.....

.....

.....

.....

.....

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

.....

.....

.....

.....

.....

## Unit 2 Countries in Southeast Asia

### Indicators and learning areas (10 hours)

Indicators	Learning Areas
<b>So4.2 Gr6/1</b> Explain the present social, economic and political situations of neighbouring countries.	• <b>Countries in Southeast Asia Region</b>
<b>So4.2 Gr6/2</b> Tell in brief the relationship of the ASEAN Group.	• <b>ASEAN Background</b>

### Learning Objectives

1. Understand the present social, economic and political situations of the neighbouring countries.
2. Be interested in the information of the neighbouring countries.
3. Understand the relationship of the ASEAN Group.

### Learning Outcomes

1. Know the present social, economic and political situations of the neighbouring countries.
2. Know the relationship of the ASEAN Group.

### Learning Areas

1. Countries in Southeast Asia Region
2. ASEAN Background

### Teaching and Learning Activities

#### **1<sup>st</sup> – 5<sup>th</sup> hours (Countries in Southeast Asia Region)**

1. Show a world map to students and ask them where the Southeast Asia region is. Randomly choose a student to point to the location of the Southeast Asia region. Then let him/her know the right location and appreciate him/her.
2. Ask students the questions: How many countries are there in Southeast Asia? What are they? Encourage them to answer the questions.

3. Show students a map of the Southeast Asia region and point to the location of Thailand. Explain the location of other countries in Southeast Asia region based on the text in Primary Education Smart Plus Textbook Social Studies P.6 on page 167.
4. Ask students to answer **Let's Think** in Primary Education Smart Plus Textbook Social Studies P.6 on page 167. Let them write their answers in their notebook. Randomly choose some students to present their answers. Explain more.
5. Explain the information of each country in Southeast Asia, for example location, capital, political system, economy, and many more. Refer to pages 167 to 177 in Primary Education Smart Plus Textbook Social Studies P.6. (One hour/two to three countries)
6. Divide students into 10 groups and determine each group with one country of Southeast Asia. Assign them to search for information and pictures about the history, population, political system, social condition, economy, and other related information about that country. Ask them to rewrite the information for presentation.
7. Choose some volunteers from each group or have them choose some volunteers from their group to present what they have searched in the class. Explain more and make some suggestions.
8. Wrap up the information of neighbouring countries. Ask student to make a conceptual map to summarise the countries in the Southeast Asia region in their notebook.
9. Assign students to read the text of ASEAN Background on pages 178 and 179 in Primary Education Smart Plus Textbook Social Studies P.6 as their homework.

#### **6<sup>th</sup> – 9<sup>th</sup> hours (ASEAN Background)**

1. Explain the establishment and the objectives of ASEAN based on page 178 in Primary Education Smart Plus Textbook Social Studies P.6 and discuss with students.
2. Ask students to pose one question about ASEAN, for example the establishment of ASEAN, its objectives, etc. to ask other students.

3. Get 4 to 6 volunteers to ask their questions to other students. Other students who want to answer the questions raise their hands and answer the questions. Supervise the activity in order.
4. After the activity, summarise the information and appreciate their work.
5. Get students to search for information about the collaboration between ASEAN member countries as their homework and for the next class.
6. Discuss the collaboration between ASEAN member countries that students have searched.
7. Explain the three pillars of the ASEAN Community. Refer to the text on page 179 in Primary Education Smart Plus Textbook Social Studies P.6.
8. Divide students into six groups. Assign each group with one of the following topics to search for more information:
  - a. ASEAN Political-Security Community (APSC)
  - b. ASEAN Economic Community (AEC)
  - c. ASEAN Socio-Cultural Community (ASCC)
  - d. Declaration on the Zone of Peace, Freedom and Neutrality (ZOPFAN)
  - e. S.E.A Write Award (in terms of the background, objectives and Thailand's achievements)
  - f. SEA Games (in terms of the background, objectives and Thailand's achievements)
9. Ask each group to have 2 to 3 volunteers to present what they have searched in the class. Explain more and appreciate their work.
10. Summarise each topics to students and ask them to write the summary in their notebook.
11. Explain the text in **Let's Know More** on page 179 in Primary Education Smart Plus Textbook Social Studies P.6.
12. Have students carry out **Practice** in Primary Education Smart Plus Textbook Social Studies P.6 on page 180 as their homework.

### 10<sup>th</sup> hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 2 “**Countries in Southeast Asia**”.
2. Guide students to summarise the Learning Areas of Unit 2.
3. Encourage students to evaluate themselves by filling in **Evaluation Form** on page 183 in Primary Education Smart Plus Textbook Social Studies P.6.
4. To test students’ understanding of this chapter, ask students to work on **TEST** in Primary Education Smart Plus Textbook Social Studies P.6 on pages 184 and 185.

### 6 hours (Projects)

#### 1<sup>st</sup> – 2<sup>nd</sup> hours (Little Historians)

1. Divide students into groups to find information about any topics that students have learnt in the class, for example reforms that took place in the reign of King Chulalongkorn. Choose one topic 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 181 in Primary Education Smart Plus Textbook Social Studies P.6.
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 analyse and examine data carefully, together with evaluating data credibility.
5. Remind students to fill out the information in the checklist table on page 181 in Primary Education Smart Plus Textbook Social Studies P.6.
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 presents their research in the form of a brochure in English or Thai or any languages they prefer. Guide them to design brochure attractively by integrating knowledge of Maths, Art, English, Thai, or any related subjects they have learnt with their brochures.

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 181 in Primary Education Smart Plus Textbook Social Studies P.6.
10. Suggest students to publicise knowledge they have gained to other students in other classes and people in the nearby communities.

### **3<sup>rd</sup> – 4<sup>th</sup> 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. Ask them to prepare the venue and equipment for organising an exhibition.
7. Guide students to integrate their knowledge about art into the organisation of the 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.
8. After finishing the organisation of exhibitions, invite students from other classes to visit their exhibitions.
9. Remind students to paste a photo of their exhibition on page 182 in Primary Education Smart Plus Textbook Social Studies P.6.

#### **5<sup>th</sup> – 6<sup>th</sup> hours (Little Guide)**

1. Ask students to choose one interesting place in accordance with the contents they have learnt in the class, for example temples built in the Rattanakosin period. (Students can go to that place with their parents.)
2. Ask students to do a research about that place and come up with a subject that they want to present about that place.
3. Remind students to prepare their scripts for presenting their subjects.
4. Guide students that the scripts must be complete, easy-to-understand and in accordance with their pictures they would like to present.
5. Ask students to record a clip with the length of 1 to 2 minutes without editing the clip. Or they can present information about that place in the class by showing some pictures during presentation. (The way of presentation is subject to convenience and suitability.)
6. Appreciate their hard work.

**Remark:** This activity can be changed subject to suitability and convenience of each school and community. Students can act as tour guides to present important places of that community.

### **Emphasised Skills**

1. Analytical thinking skill
2. Observation
3. Self-discipline
4. Speaking and writing skills
5. Sharing ideas/opinions
6. Working in team
7. Skill in using technology

### **Learning Materials**

1. A world map
2. A map of the Southeast Asia region
2. Primary Education Smart Plus Textbook Social Studies P.6

## Learning Outcome Form



Name-Surname: ..... No. ....

Prathomsuksa: ..... Date: .....

### Chapter 4 History

### Unit 2 Countries in Southeast Asia

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further: .....

.....

.....

.....

.....

.....

Feeling after learning this unit:

.....

.....

.....

.....

.....

Knowledge gained from this unit: ..

.....

.....

.....

.....

.....

Application of knowledge from this unit on your daily life: .....

.....

.....

.....

.....

.....

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

.....

.....

.....

.....

.....

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

.....

.....

.....

.....

.....

## Chapter 5 Geography

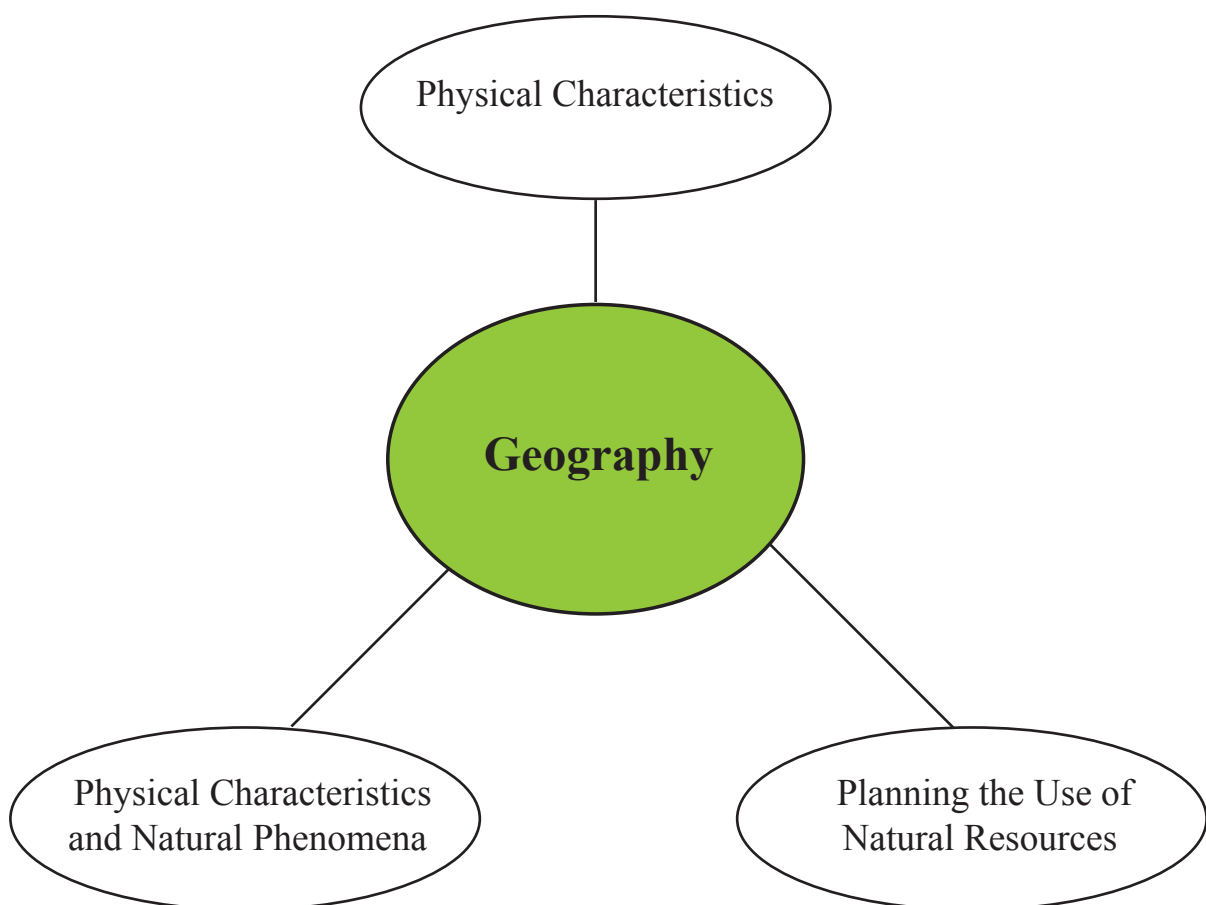
### Strand 5 : Geography

(18 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 Physical Characteristics

### Indicators and learning areas (9 hours)

Indicators	Learning Areas
<b>So5.1 Gr6/1</b> Use geographical instruments (various kinds of maps, photographs) for specifying important physical and social characteristics of the country.	<ul style="list-style-type: none"><li>• <b>Geographical Tools</b><ul style="list-style-type: none"><li>- Maps of physical characteristics and climate</li><li>- Social maps</li><li>- Photographs</li></ul></li><li>• <b>Physical Characteristics of Thailand</b><ul style="list-style-type: none"><li>- Geographic coordinate system of Thailand</li><li>- Geographical shape of Thailand</li><li>- Borders</li><li>- Geographical features</li><li>- Climate</li><li>- Natural resources</li></ul></li></ul>

### Learning Objectives

1. Understand that geographical tools are used to study and record geographical data.
2. Understand the physical characteristics of each region in Thailand.

### Learning Outcomes

1. Able to explain and use geographical tools correctly.
2. State the physical characteristics of each region in Thailand.

## **Learning Areas**

1. Geographical Tools
  - Maps of physical characteristics and climate
  - Social maps
  - Photographs
2. Physical Characteristics of Thailand
  - Geographic coordinate system of Thailand
  - Geographical shape of Thailand
  - Borders
  - Geographical features
  - Climate
  - Natural resources

## **Teaching and Learning Activities**

### **1<sup>st</sup> – 2<sup>nd</sup> hours (Geographical Tools)**

1. Ask students the question: What geographical tools do you know?
2. Explain page 188 in Primary Education Smart Plus Textbook Social Studies P.6.
3. Choose two students to read aloud the text on page 189 in Primary Education Smart Plus Textbook Social Studies P.6. Explain more of each type of elevation of land and give examples.
4. Ask students to conclude page 189 as a conceptual map in their notebook.
5. Ask students to analyse the map on page 190 in Primary Education Smart Plus Textbook Social Studies P.6. Discuss with students the different areas with different colours.
6. Ask students to analyse the map on page 191 in Primary Education Smart Plus Textbook Social Studies P.6. Discuss with students about the highways in Thailand.
7. Ask students to analyse the map on page 192 in Primary Education Smart Plus Textbook Social Studies P.6. Discuss with students about the crops planted in Thailand.

8. Get students to work in groups to make a conceptual map of social maps on pages 191 and 192 in Primary Education Smart Plus Textbook Social Studies P.6. Let each group present their work in the class. Elaborate more.
9. Show photographs of landscape, aerial and satellite. Ask students to classify their types.
10. Explain the three types of **Photograph**. Refer to the text on page 193 in Primary Education Smart Plus Textbook Social Studies P.6.
11. Have students carry out **Practice 1** on page 194 in Primary Education Smart Plus Textbook Social Studies P.6.
12. Conclude **Geographical Tools** and let students ask any questions, if they do not understand.

### **3<sup>rd</sup> – 4<sup>th</sup> hours (Geographic coordinate system of Thailand, Geographical shape of Thailand, Borders, Geographical features)**

1. Show a map of Thailand. Ask students these questions:
  - a. Which continent is Thailand located in?
  - b. Which countries are bounded in the north, south, west and east of Thailand?
  - c. Which provinces are in the extreme north, extreme south, extreme west and extreme east of Thailand?
2. Refer to page 195 in Primary Education Smart Plus Textbook Social Studies P.6. Explain more by using the map.
3. Ask students to analyse the map on page 196 in Primary Education Smart Plus Textbook Social Studies P.6. Explain more about the neighbouring countries of Thailand.
4. Divide students into six groups. Let each group to select one region (not-repeatable). Ask them to draw a feature of the region they selected. They need to describe its landscape and prominent characteristics that they know. Ask each group to present their work in the class.
5. Choose six students to read aloud the text on the six regions on pages 197 to 201 in Primary Education Smart Plus Textbook Social Studies P.6. Explain more.

6. Ask students to draw a map of Thailand in their notebook and indicate the regions.
7. Ask students to do **Practice 2** on page 202 in Primary Education Smart Plus Textbook Social Studies P.6 as their homework.
8. Have students carry out **Activity 1** on page 202 in Primary Education Smart Plus Textbook Social Studies P.6.

#### 5<sup>th</sup> – 6<sup>th</sup> hours (Climate, Natural resources)

1. Ask students the questions:
  - a. Why is the climate of each region different?
  - b. What is the general climate of Thailand?
2. Explain to students the factors that affect the climate of Thailand. Refer to page 203 in Primary Education Smart Plus Textbook Social Studies P.6.
3. Get a student to explain more about the **temperature** and **rainfall** in Thailand. Refer to page 203 in Primary Education Smart Plus Textbook Social Studies P.6.
4. Ask students this question: How many seasons does Thailand have?
5. Choose a student to read out aloud the text on page 204 in Primary Education Smart Plus Textbook Social Studies P.6. Explain more.
6. Ask students to analyse the map on page 205 in Primary Education Smart Plus Textbook Social Studies P.6. Explain **Wind and wind direction** by using the map.
7. Ask students to work in pairs to compare the southwest monsoon and the northeast monsoon. Select two pairs show their answers.
8. Explain more about the two monsoons. Refer to page 206 in Primary Education Smart Plus Textbook Social Studies P.6.
9. Ask students to do **Activity 2** on page 207 in Primary Education Smart Plus Textbook Social Studies P.6.
10. Explain more about **Let's Know More** on page 207 in Primary Education Smart Plus Textbook Social Studies P.6.



### 7<sup>th</sup> – 8<sup>th</sup> hours (Natural resources)

1. Ask students to brainstorm the characteristics of soil in each region.
2. Ask students to read the text about the characteristics of soil in each region on page 208 in Primary Education Smart Plus Textbook Social Studies P.6.
3. Ask students to find out the main rivers in each region from the internet. Choose some pairs to show their answers.
4. Choose a student to read aloud the text on page 209 in Primary Education Smart Plus Textbook Social Studies P.6.
5. Ask students the question: Which forests do you know?
6. Explain **Forest resource**. Refer to the text on pages 210 and 211 in Primary Education Smart Plus Textbook Social Studies P.6.
7. Ask students to make a conceptual map of forest resource. Ask them to present their work in the class.
8. Ask students to list the mineral resources found in Thailand.
9. Choose students to read aloud the text on page 212 in Primary Education Smart Plus Textbook Social Studies P.6. Explain more on page 213 in Primary Education Smart Plus Textbook Social Studies P.6.
10. Have students carry out **Activity 3** on page 214 in Primary Education Smart Plus Textbook Social Studies P.6.

### 9<sup>th</sup> hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 1 “**Physical Characteristics**”.
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.6 on pages 215 and 216.
4. Have students do **Finding Hidden Treasure** in Primary Education Smart Plus Textbook Social Studies P.6 on pages 217 and 218.

**Remark:** Special Features: **Let’s Take a Tour** and **Weather Reporters** on page 218 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
6. Working in team

**Learning Materials**

1. Photographs of landscape, aerial and satellite
2. Map of Thailand
3. Primary Education Smart Plus Textbook Social Studies P.6

## Learning Outcome Form



Name-Surname: ..... No. ....

Prathomsuksa: ..... Date: .....

### Chapter 5 Geography

### Unit 1 Physical Characteristics

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further: .....

.....

.....

.....

.....

.....

Feeling after learning this unit:

.....

.....

.....

.....

.....

Knowledge gained from this unit: ..

.....

.....

.....

.....

.....

**Unit 1:  
Physical  
Characteristics**

Application of knowledge from this unit on your daily life: .....

.....

.....

.....

.....

.....

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

.....

.....

.....

.....

.....

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

.....

.....

.....

.....

.....

## Unit 2 Physical Characteristics and Natural Phenomena

### Indicators and learning areas (4 hours)

Indicators	Learning Areas
<b>So5.1 Gr6/2</b> Explain relationships between physical characteristics and natural phenomena of the country.	<ul style="list-style-type: none"><li>• <b>Relationship between Physical Characteristics and Natural Phenomena</b></li></ul>
<b>So5.2 Gr6/1</b> Analyse relationship between natural and social environments in the country.	<ul style="list-style-type: none"><li>• <b>Influence of Physical Characteristics on Thai Geosocial</b><ul style="list-style-type: none"><li>- Influence of physical characteristics on human living</li><li>- Influence of physical characteristics on cultural creation</li></ul></li></ul>

### Learning Objectives

1. Understand the relationships between physical characteristics and natural phenomena.
2. Understand the influence of physical characteristics on Thai geosocial.

### Learning Outcomes

1. State and explain the relationships between the physical characteristics and natural phenomena.
2. Know the influence of physical characteristics on Thai geosocial.

### Learning Areas

1. Relationship between Physical Characteristics and Natural Phenomena
2. Influence of Physical Characteristics on Thai Geosocial
  - Influence of physical characteristics on human living
  - Influence of physical characteristics on cultural creation

## Teaching and Learning Activities

### **1<sup>st</sup> – 2<sup>nd</sup> hours (Relationships between Physical Characteristics and Natural Phenomena)**

1. Ask students to list the natural phenomena that know or heard of.
2. Show pictures of flood, storm and earthquake. Ask them to describe each picture.
3. Ask students the question:
  - a. How do floods occur?
  - b. What are the effects of flood towards people?
4. Refer to the text on pages 220 and 221 in Primary Education Smart Plus Textbook Social Studies P.6 and explain.
5. Work in pairs to list the storms that they have known from newspaper. Ask them to present their answers in the class.
6. Refer to the text on **Storms** on pages 221 and 222 in Primary Education Smart Plus Textbook Social Studies P.6. Explain more.
7. Explain the types of cyclones based on the text in **Let's Know More** on page 222 in Primary Education Smart Plus Textbook Social Studies P.6.
8. Divide students into groups. Ask each group to make a list of effects of earthquake.
9. Explain the causes and effects of earthquake. Refer to the text on page 223 in Primary Education Smart Plus Textbook Social Studies P.6.
10. Have students do **Practice** on page 224 in Primary Education Smart Plus Textbook Social Studies P.6.
11. Ask a student to read aloud **Let's Know More** on page 224 in Primary Education Smart Plus Textbook Social Studies P.6 and explain more.
12. Ask students to carry out **Activity 1** on page 225 in Primary Education Smart Plus Textbook Social Studies P.6.

### 3<sup>rd</sup> hour (Influence of Physical Characteristics on Thai Geosocial)

1. Let students discuss how physical characteristics influence the lives of humans and cultural creation.
2. Show pictures of prominent occupations in each region. Ask students to explain the pictures and tell how physical characteristics influence the occupations of humans.
3. Work in pairs to list the cultures that are being influenced by the physical characteristics.
4. Explain based on the text on pages 226 and 227 in Primary Education Smart Plus Textbook Social Studies P.6.
5. Have students carry out **Activity 2** on page 228 in Primary Education Smart Plus Textbook Social Studies P.6.

### 4<sup>th</sup> hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 2 “**Physical Characteristics and Natural Phenomena**”.
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.6 on page 228.
4. Have students do **Let’s Take a Tour** in Primary Education Smart Plus Textbook Social Studies P.6 on page 229.

**Remark:** Special Features: **Finding Hidden Treasure** and **Weather Reporters** on page 230 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
6. Working in team

**Learning Materials**

1. Pictures of flood, storm and earthquake
2. Pictures of prominent occupations in each region
3. Primary Education Smart Plus Textbook Social Studies P.6

## Learning Outcome Form



Name-Surname: ..... No. ....

Prathomsuksa: ..... Date: .....

### Chapter 5 Geography

### Unit 2 Physical Characteristics and Natural Phenomena

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further: .....

.....

.....

.....

.....

.....

Feeling after learning this unit:

.....

.....

.....

.....

.....

Knowledge gained from this unit: ..

.....

.....

.....

.....

.....

Application of knowledge from this unit on your daily life: .....

.....

.....

.....

.....

.....

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

.....

.....

.....

.....

.....

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

.....

.....

.....

.....

.....



## Unit 3 Planning the Use of Natural Resources

### Indicators and learning areas (5 hours)

Indicators	Learning Areas
<b>So5.2 Gr6/2</b> Explain natural transformations in Thailand from the past to the present and the results of such changes.	<ul style="list-style-type: none"><li>• <b>Natural Resources</b></li><li>• <b>Relationship between Humans and Environment</b></li><li>• <b>Deterioration of Natural Resource and Environment</b><ul style="list-style-type: none"><li>- Problems of the deterioration of natural resource and environment</li><li>- Agents of the deterioration of natural resource and environment</li><li>- Effects of the deterioration of natural resource and environment</li></ul></li><li>• <b>The Preservation of Natural Resource and Environment</b><ul style="list-style-type: none"><li>- Human management</li><li>- Environmental management</li></ul></li></ul>
<b>So5.2 Gr6/3</b> Prepare a plan for utilising natural resources in the community.	<ul style="list-style-type: none"><li>• <b>Make a Plan to Use Natural Resources in Community</b></li></ul>

### **Learning Objectives**

1. Understand natural resources.
2. Understand the relationship between humans and environment.
3. Understand the deterioration of natural resource and environment.
4. Understand the preservation of natural resource and environment.
5. Understand the need to make plans for using the natural resources in community.

### **Learning Outcomes**

1. Know our natural resources.
2. State the relationship between humans and the environment.
3. Explain the deterioration of natural resource and environment.
4. Practise the preservation of natural resource and environment.
5. Practise to make plans for using the natural resources in community.

### **Learning Areas**

1. Natural Resources
2. Relationship between Humans and Environment
3. Deterioration of Natural Resource and Environment
  - Problems of the deterioration of natural resource and environment
  - Agents of the deterioration of natural resource and environment
  - Effects of the deterioration of natural resource and environment
4. The Preservation of Natural Resource and Environment
  - Human management
  - Environmental management
5. Make a Plan to Use Natural Resources in Community

## Teaching and Learning Activities

### **1<sup>st</sup> – 2<sup>nd</sup> hours (Natural Resources, Relationship between Humans and Environment, Deterioration of Natural Resources and Environment)**

1. Ask students to list some of the natural resources found in Thailand on the board.
2. Explain **Natural Resources**. Refer to the text on page 232 in Primary Education Smart Plus Textbook Social Studies P.6. Based on the listed natural resources, ask the students to group the resources on the board.
3. Ask students this question: How does the relationship between humans and the environment occur?
4. Explain how the environment affects the living of the people, such as their culture, traditions, occupation and settlement. Refer to the text on page 233 in Primary Education Smart Plus Textbook Social Studies P.6.
5. Have students carry out **Activity 1** on page 234 in Primary Education Smart Plus Textbook Social Studies P.6.
6. Ask students to work in pairs to list the problems of the deterioration of natural resources and environment. Choose some pairs to present their work. Explain more based on pages 234 and 235 in Primary Education Smart Plus Textbook Social Studies P.6.
7. Choose a student to read aloud the text on page 236 in Primary Education Smart Plus Textbook Social Studies P.6. Explain more.
8. Show pictures of volcano eruptions, earthquakes, deforestation and polluted rivers. Ask students to classify the agents of deterioration shown in the pictures.
9. Divide students into groups. They need to make a conceptual map to show the effects of the deterioration of natural resources and environment. Let them present their work in the class.
10. Explain **Effects of the deterioration of natural resources and environment** based on the text on page 237 in Primary Education Smart Plus Textbook Social Studies P.6.
11. Ask students to do **Practice 1** on page 238 in Primary Education Smart Plus Textbook Social Studies P.6.

### 3<sup>rd</sup> – 4<sup>th</sup> hours (The Preservation of Natural Resources and Environment, Make a Plan to Use Natural Resources in Community)

1. Discuss with students how we can preserve our natural resources and the environment.
2. Explain based on the text on page 239 in Primary Education Smart Plus Textbook Social Studies P.6.
3. Ask students to list other preservation methods of human management in their notebook. Choose some students to present their work in the class.
4. Choose two students to share their experiences in natural resources and environment preservation. Let the other students give their comments.
5. Choose two students to read aloud the text on pages 240 and 241 in Primary Education Smart Plus Textbook Social Studies P.6. Explain more.
6. Have students do **Practice 2** on page 242 in Primary Education Smart Plus Textbook Social Studies P.6.
7. Ask students this question: In your community, is there any plan to use the natural resources in your community? If yes, let them elaborate.
8. Elaborate **Make a Plan to Use Natural Resources in Community** on pages 243 and 244 in Primary Education Smart Plus Textbook Social Studies P.6.
9. Ask students to do **Activity 2** on page 245 in Primary Education Smart Plus Textbook Social Studies P.6.

### 5<sup>th</sup> hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 3 “**Planning the Use of Natural Resources**”.
2. Guide students to summarise the Learning Areas of Unit 3.
3. Have students do **Enrichment Activity** in Primary Education Smart Plus Textbook Social Studies P.6 on page 246.
4. Encourage students to evaluate themselves by filling in **Evaluation Form** on page 248 in Primary Education Smart Plus Textbook Social Studies P.6.
5. To test students’ understanding of this chapter, ask students to work on **TEST** in Primary Education Smart Plus Textbook Social Studies P.6 on pages 249 to 252.

**Remark:** Special Features: **Let's Take a Tour, Finding Hidden Treasure** and **Weather Reporters** on page 247 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
6. Working in team

### **Learning Materials**

1. Pictures of volcano eruptions, earthquakes, deforestation and polluted river
2. Primary Education Smart Plus Textbook Social Studies P.6

## Learning Outcome Form



Name-Surname: ..... No. ....

Prathomsuksa: ..... Date: .....

### Chapter 5 Geography

### Unit 3 Planning the Use of Natural Resources

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further: .....

.....

.....

.....

.....

.....

Feeling after learning this unit:

.....

.....

.....

.....

.....

Knowledge gained from this unit: ..

.....

.....

.....

.....

.....

Application of knowledge from this unit on your daily life: .....

.....

.....

.....

.....

.....

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

.....

.....

.....

.....

.....

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

.....

.....

.....

.....

.....