

SECTION 2 Standards-Based Instruction



Standards-at-a-Glance

- History-Social Science**
 Students analyze the cultural and economic challenges in Southeast Asia and describe the role of political divisions, key leaders, religious issues, natural features, and population patterns in the region's recent history.
- Analysis Skills**
 CS1 Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
- English-Language Arts**
 Writing 2.3

Prepare to Read

Build Background Knowledge L3

Ask students to recall the conflicts that emerged in India, Pakistan, and Sri Lanka after independence. Based on their previous reading, ask students to predict the challenges the nations of neighboring Southeast Asia will face as *they* gain independence.

Set a Purpose L3

- WITNESS HISTORY** Read the selection aloud or play the audio.

AUDIO **Witness History Audio CD,**
All for All

Ask **What was Sukarno advocating?** (*He felt that Indonesians must overcome religious or other differences and work together to build a successful new state in Indonesia.*)

- Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 2 Assessment answers.*)
- Preview** Have students preview the Section Standards and the list of Terms, People, and Places.
- Note Taking** Have students read this section using the Guided Questioning strategy (TE, p. T20). As they read, have students fill in the concept web recording effects of recent developments on Southeast Asia.

Reading and Note Taking
Study Guide, p. 144

SECTION 2

Sukarno, Indonesia's first president



Indonesia's flag



WITNESS HISTORY AUDIO

All for All

Almost every Southeast Asian nation has a rich variety of peoples and religions. Indonesia's independence leader, Sukarno, stressed the importance of unity for all Indonesians:

“ [W]e are establishing an Indonesian state which all of us must support. All for all. Not the Christians for Indonesia, not the Islamic group for Indonesia . . . but the Indonesians for Indonesia—all for all!”

Religious diversity was only one of many challenges that Indonesia would face in the decades after independence.

Focus Question What challenges did Southeast Asian nations face after winning independence?

New Nations of Southeast Asia

Standards Preview

H-SS 10.10.1 Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.

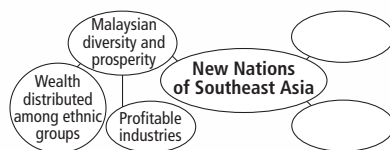
H-SS 10.10.2 Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.

Terms, People, and Places

autocratic	East Timor
Aung San Suu Kyi	Ferdinand Marcos
Sukarno	Benigno Aquino
Suharto	Corazon Aquino

Note Taking

Reading Skills: Understand Effects Fill in a concept web like the one below to keep track of the effects of recent historical processes in Southeast Asia. Add to it as needed for additional concepts in the section.



• Southeast Asia includes a portion of the Asian mainland and thousands of islands. By World War II, European nations and the United States had colonized much of Southeast Asia. During World War II, the Japanese occupation broke the power of the Europeans. This spurred local rebels to fight against foreign occupation. After World War II, these rebels demanded independence.

Mainland Contrasts

• Mainland Southeast Asia is a region of contrasts. Thailand and Malaysia have prospered as market economies. However, their neighbor Myanmar, or Burma, has suffered under a brutal government that is **autocratic**. That is, the government has unlimited power.

• **Malaysia Prospers** British colonies on the Malay Peninsula and the island of Borneo gained independence in the 1950s and joined to form the nation of Malaysia. The oil-rich monarchy of Brunei, on Borneo, and the prosperous city-state of Singapore gained independence as separate nations.

• Malaysia has a very diverse population. People of Chinese and Indian descent have long dominated business. They have made the nation a Southeast Asian leader in profitable industries such as rubber and electronics. The government, however, has tried to include the Malay majority in the country's prosperity. The result has been a more equal distribution of wealth in Malaysia than in most countries in the region.

Vocabulary Builder

Use the information below and the following resources to teach the high-use word from this section.

Teaching Resources, Unit 4, p. 27; Teaching Resources, Skills Handbook, p. 3

High-Use Word

predominant, p. 559

Definition and Sample Sentence

adj. most common or numerous

Although buses are the **predominant** way of getting to school, I ride my bicycle.

Mainland Contrasts

H-SS 10.10.3

L3

Instruct

- Introduce: Key Terms** Have students find the key term *autocratic* (in blue) in the text and explain its meaning. Remind students of their reading about the Soviet Union and ask them to name some problems they associate with autocratic rule. Then have students read to find out whether Myanmar faced these problems and how Malaysia avoided them.
- Teach** Create a two-column chart on the board, labeling the columns Malaysia and Myanmar. Guide students in tracing each nation's path after independence and in contrasting the two experiences. Ask **How are conditions in Malaysia and Myanmar different?** (*Malaysia is prosperous, and its government has tried to spread the country's wealth among its ethnic groups. Myanmar is poor, and its autocratic government favors the majority ethnic Burmans and treats the opposition brutally.*)
- Quick Activity** Direct students to the last line under the black heading Myanmar Suffers. Tell students that Suu Kyi's son accepted the prize on her behalf because the Myanmar government said she could not return if she left the nation. Ask students if they think the global community should have intervened in such a situation, and if so, how.

Independent Practice


Have students write a paragraph describing the ethnic makeup of both Malaysia and Myanmar. What ethnic groups live in these nations? What roles do the groups play in the nation's economy and government?

Monitor Progress

As students fill in their concept webs, circulate to make sure they record the effects of changes in Southeast Asia. For a completed version of the concept web, see

 **Note Taking Transparencies**, p. 116

Answer

-  Malaysia sought to ensure the well-being of all ethnicities, while Myanmar gave preference to those of Burman ethnicity.

Myanmar Suffers Britain granted independence to its former colony of Burma in 1948. Burma was renamed Myanmar (MYAHN mahr) in 1989. Ethnic tensions have plagued Myanmar. The majority, Burmans, have dominated other ethnic groups. The military government has limited foreign trade, and living standards remain low.

Under mounting foreign pressure, elections were held in 1990. A party opposed to military rule won. It was led by **Aung San Suu Kyi** (awn sahn soo chee), whose father had helped Burma win independence. The military rejected the election results and jailed, killed, or exiled many opponents. Suu Kyi was held under house arrest. In 1995, Suu Kyi won the Nobel Peace Prize for her “nonviolent struggle for democracy and human rights,” but she remained a prisoner in her own country.

-  **Standards Check** How did Malaysia's approach to ethnic diversity differ from Myanmar's? **H-SS 10.10.3**

Indonesia's Size Poses Challenges

After World War II, the Netherlands attempted to regain power in Indonesia, formerly the Dutch East Indies. The Dutch, however, were forced to give up their possessions when the Indonesian government declared independence in 1949 after the Japanese defeat.

Geography and diversity posed an obstacle to unity in Indonesia. Indonesia includes more than 13,000 islands, many very small but some as large as European nations. Javanese make up almost half of the population, but there are hundreds of other ethnic groups. About 90 percent of Indonesians are Muslims, but the population includes substantial Christian, Buddhist, and Hindu minorities.

Democracy Falters In the first years after independence, Indonesia formed a democratic, parliamentary government under its first president, **Sukarno**. In 1965, a group of army officers attempted to seize power. An army general, **Suharto**, blocked them, but by the following year had himself seized power from Sukarno. Suharto claimed that Communists had been behind the officers' failed attempt to seize power. Based on Suharto's charges, hundreds of thousands of Communists and suspected Communists were slaughtered. Suharto ruled the next three decades as a dictator.

In 1997, an Asian financial crisis shook Indonesia to its roots. Rioters protested massive government corruption. President Suharto was forced to resign in 1998 after 32 years in power. A series of democratically elected governments worked to restore economic and political stability. However, Islamic extremists have terrorized foreigners and non-Muslims and caused instability in some regions.

East Timor Fights for Freedom Indonesia seized **East Timor**, a former Portuguese colony, from Portugal in 1975. However, most East Timorese wanted independence. For years, the government battled the mostly Catholic East Timorese. East Timor finally won independence from Indonesia in 2002. This very poor new nation struggled to meet its people's need for jobs and decent living standards.

Ethnic Conflicts and Natural Disasters Religious and ethnic conflicts fueled violence in parts of Indonesia. In the Moluccas, a group of eastern islands, fighting between Muslims and Christians

Southeast Asia's Oil Wealth

Oil and gas reserves have been an important source of wealth for Indonesia and its neighbors. This oil well is in the oil-rich monarchy of Brunei (broo NY). Brunei is on the island of Borneo, which is divided among Brunei, Malaysia, and Indonesia.



History Background

A History of Diversity Indonesia is a diverse nation made up of thousands of islands and hundreds of different ethnic groups. Before independence, Indonesia was a Dutch colony. Before Dutch rule, however, Indonesia was made up of hundreds of independent sultanates and chiefdoms. Some parts of Indonesia, such as the provinces of Aceh and Papua, resisted Dutch rule right into the 1900s and have continued to resist Indonesian rule to this day. While a majority of

Indonesians live on the crowded island of Java, even Java has three main ethnic groups, not including its sizable ethnic Chinese minority. A majority of Indonesians are Muslims, but most ethnic Chinese are Buddhists, and substantial Christian minorities exist on several islands. The island of Bali is noted for its ancient Hindu culture, brought by travelers from India more than a thousand years ago.

Indonesia's Size Poses Challenges/The Philippines Seeks Democracy

H-SS 10.10.1, 10.10.3

L3

Instruct

■ **Introduce** Ask students to recall some of the problems large nations such as the Soviet Union or Pakistan have faced due to their size or the isolation of their parts. Explain that both Indonesia and the Philippines are large groups of islands. Ask students to speculate how size and isolation might challenge a new nation.

■ **Teach** Review the challenges that Indonesia faced in the years after independence. Discuss how the nation fell victim to dictatorship and how the nation faced ethnic and religious conflicts and natural disaster. Ask **How did Indonesia's geography influence its recent history?** (*The nation's size and ethnic diversity has led to regional movements for independence, and its location has left it vulnerable to tsunamis.*)

■ **Quick Activity** Display **Color Transparency 96: Religions of Southeast Asia**. Then have students study the Infographic on Religious Diversity in Southeast Asia on this page. Have student groups discuss how diversity can both help and challenge a nation such as Indonesia or the Philippines.

 Color Transparencies, 96

Independent Practice

Have students create a timeline showing key events in the Philippines between 1945 and the present. Then ask students to write a sentence highlighting at least one cause-and-effect relationship reflected in the timeline.

Monitor Progress

As students complete their timelines, circulate to confirm that their information is accurate, that events are in sequence, and that they recognize the cause-and-effect relationships present.

Answers

Thinking Critically

1. the majority
2. Those groups are not a majority in any specific region of Malaysia. Instead, they are spread throughout the country.

 It essentially became a dictatorship.

INFOGRAPHIC

RELIGIOUS DIVERSITY IN SOUTHEAST ASIA

Southeast Asia is one of the world's most religiously diverse regions. This diversity is a result of its history as a crossroads between South and East Asia. In some countries, such as Indonesia and the Philippines, religious differences have played a part in civil conflicts. In others, such as Malaysia and Singapore, people of different religions live together in peace.

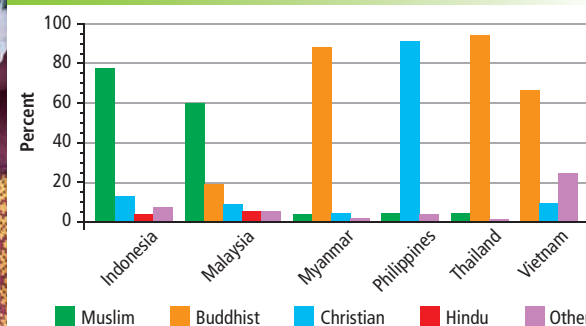


Islam links many Southeast Asians to other parts of the Muslim world. The Indonesian Muslim woman to the left is attending a prayer service for peace in the Middle East.

Religions of Southeast Asia



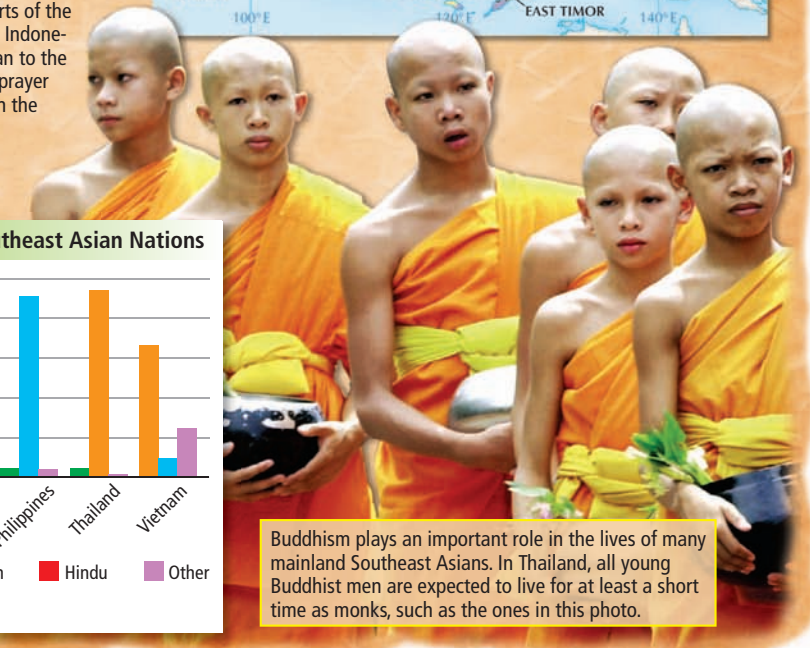
Religious Composition of Major Southeast Asian Nations



SOURCE: Encyclopaedia Britannica

Thinking Critically

1. **Graph Skills** Based on the graph, are the people in the two photos members of their country's majority or minority religion?
2. **Map Skills** Notice that some religious groups shown on the graph for Malaysia do not have distinct areas on the map. What might explain this? **H-SS 10.10.2**



Buddhism plays an important role in the lives of many mainland Southeast Asians. In Thailand, all young Buddhist men are expected to live for at least a short time as monks, such as the ones in this photo.

claimed thousands of lives. Discrimination against Chinese on the island of Java led to vicious attacks on their businesses. Rebels in Papua, on the island of New Guinea at the eastern end of Indonesia, sought independence from Indonesia, as did conservative Muslim rebels in Aceh (AH chay), at the northwestern end of Indonesia.

Natural disasters have added to Indonesia's troubles. In 2004, an earthquake caused a tsunami (tsou NAH mee), or giant wave, that devastated the coast of Aceh and left over 100,000 dead. Related tsunamis ravaged Thailand, Sri Lanka, and other countries around the Indian Ocean.

 **Standards Check** How was Indonesia's democracy affected when Suharto gained power? **H-SS 10.10.1**

Universal Access


Solutions for All Learners

L1 Special Needs L2 Less Proficient Readers

Have students create a three-column chart. In the first column, they should list Malaysia, Myanmar, Indonesia, East Timor, and the Philippines. In the next column, they should fill in each country's majority religion. Have them use the Infographic on this page to find that information. Finally, have them list key information about each country in the third column.

L2 English Language Learners

Use the following resources to help students acquire basic skills:

 **Adapted Reading and Note Taking Study Guide**

- Adapted Note Taking Study Guide, p. 144
- Adapted Section Summary, p. 145

The Philippines Seeks Democracy

Like Indonesia, the Philippines is a group of islands with a diversity of ethnic groups. Catholics are the **predominant** religious group, but there is a Muslim minority in the south. In 1946, the Philippines gained freedom peacefully after almost 50 years of American rule. The United States, however, continued to influence the country through military and economic aid.

Marcos Becomes a Dictator Although the Filipino constitution set up a democratic government, a wealthy elite controlled politics and the economy. The peasant majority was poor. For a time, the government battled Huks (hooks), local Communists with strong peasant support. **Ferdinand Marcos**, elected president in 1965, abandoned democracy. He became a dictator and cracked down on basic freedoms. He even had **Benigno Aquino** (beh NEE nyoh ah KEE noh), a popular rival, murdered.

Filipinos Demand Democracy When Marcos finally held elections in 1986, voters elected **Corazon Aquino** (kawr ah SOHN), widow of the slain Benigno. Marcos tried to deny the results, but the people of Manila held demonstrations that forced him to resign during the “people power” revolution. Under Aquino and her successors, this fragile democracy struggled to survive. The economy grew during the 1990s but then slowed. Poverty persisted. Another corrupt president, Joseph Estrada, tried to cling to power. Once again, in 2001, popular protests forced him from office. As urbanization increased, unrest grew in crowded slum neighborhoods.

Clashes With Rebels Drag On Rebel guerrillas have fought across the Philippines for decades, taking many lives. Some rebels are Communists. Others belong to Muslim separatist groups in the south. Some Muslim rebels have ties to international terrorism. As part of its war on terrorism, the United States has aided the Filipino government in its fight against Muslim rebels.


✓ **Standards Check** How were corrupt rulers forced from office in the Philippines? **H-SS 10.10.3**

Vocabulary Builder

predominant—(pree DAHM uh nunt) *adj.*
most common or numerous




Assess and Reteach

Assess Progress

- Have students complete the Section Assessment.
- Administer the Section Quiz.
- **All in One** Teaching Resources, Unit 4, p. 24
- To further assess student understanding, use  **Progress Monitoring Transparencies, 68**

Reteach

If students need more instruction, have them read the section summary.

-  **Reading and Note Taking Study Guide, p. 145**
-  **Adapted Reading and Note Taking Study Guide, p. 145**
-  **Spanish Reading and Note Taking Study Guide, p. 145**

Extend

See this chapter’s Professional Development pages for the Extend Online activity on history in the making.

Answer

- ✓ Popular protests forced corrupt rulers from office in the Philippines.



Standard	Assessment
H-SS 10.10.1	2, 4
H-SS 10.10.2	3, 4, 5
H-SS 10.10.3	6
E-LA W 2.3	Quick Write

Standards Monitoring Online

For: Self-quiz with vocabulary practice
Web Code: mza-3121



● Writing About History

Quick Write: Evaluate Your Topic To write a compare-and-contrast essay, you can organize your ideas in a point-by-point comparison. In this section, you learned that Malaysia and Indonesia are both ethnically diverse. Draft two sentences for an essay. In each sentence, compare or contrast an aspect of ethnic diversity in one of these countries with a related aspect of ethnic diversity in the other.

Terms, People, and Places

1. For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.

Note Taking

2. **Reading Skill: Understand Effects** Use your completed concept web to answer the Focus Question: What challenges did Southeast Asian nations face after winning independence?

Comprehension and Critical Thinking

3. **Make Comparisons** Why did policies toward ethnic diversity lead to prosperity in Malaysia but to conflict in other parts of Southeast Asia?
4. **Synthesize Information** How have religious and ethnic diversity affected the recent history of Indonesia?
5. **Draw Inferences** What conclusions might separatist movements in Indonesia draw from East Timor’s successful independence struggle?
6. **Recognize Cause and Effect** What causes explain the overthrow of Ferdinand Marcos?

Section 2 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. Southeast Asian nations faced challenges of religious and ethnic conflict, poverty, natural disasters, and popular struggles to replace dictatorships with democracies.
3. Malaysia’s policies to aid disadvantaged ethnic groups brought internal peace and economic prosperity. In other countries,

such as Indonesia and Myanmar, ethnic discrimination has led to violence.

4. It has brought deadly violence and discrimination and has led to independence struggles in region such as Papua New Guinea and Aceh.
5. Independence is hard to achieve, and it brings a challenging responsibility for economic development.
6. the murder of his rival and the demonstrations in Manila

● Writing About History

Sentences should include information about ethnic diversity in both nations, and each one should focus on a specific feature.

For additional assessment, have students access **Standards Monitoring Online** at **Web Code mza-3121**.