

Fulbright-Hays Seminar Abroad 2004:
Thailand and Vietnam

Thailand: Images of a Developing Nation

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Project Summary

For many students, the concept of a developing nation is somewhat abstract. Students sometimes are misinformed about what life is like in a developing country and do not understand what places a nation into this category. *Thailand: Images of a Developing Nation* is a website that allows students to visually explore several aspect of life in Thailand and complete a required assignment. The website and student assignment are the culmination of experiences from the 2004 Fulbright-Hays Seminar Abroad in Thailand and Vietnam.

This project is designed for use in a 10th grade Regents level Global History course. Its primary objective is to provide students with a greater understanding of life in Thailand, a developing nation. Students will be asked to view the website and conduct additional research on Thailand in order to complete a briefing entitled, “Thailand: Profile of a Developing Nation.” The briefing will provide insight into religion, the economy, culture, government, and education. After completing this project, the concept of a developing nation should have more meaning to students.

Essential Questions

At the completion of this project, students should be able to answer the following questions:

- What categorizes a nation as developing?
- What makes Thailand a developing nation?
- Based on the pictures, what inferences can be made about life in Thailand?
- How might culture and religion impact a nation’s development?
- Why is education critical to a nation’s development?

Standards

This project addresses the following New York State Learning Standards for Social Studies:

Standard 2.1 World History Commencement Level: Students investigate the various components of cultures and civilizations including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices

Standard 2.3 World History Commencement Level: Students examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures.

Standard 4.1 Economics Commencement Level: Students analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources

Standard 4.2 Economics Intermediate Level: Students identify and collect economic information from standard reference works, newspapers, periodicals, computer databases, textbooks, and other primary and secondary sources

Thailand: Profile of a Developing Nation

Scenario:

The Assistant Secretary of State for East Asian and Pacific Affairs is interested in learning more about developing nations in Asia. As a Foreign Service officer in the United States Department of State, you have been asked to prepare a briefing for him outlining life in Thailand, a developing nation. Through your work, the Assistant Secretary hopes to gain a better understanding of religion, economics, government, culture and education in Thailand.

Directions:

Write a well organized 2-3 page briefing that addresses the following questions:

- 1) What is a developing nation?
- 2) What is life like in Thailand?
- 3) What is the current economic condition of Thailand? What types of jobs do people have? What are some economic challenges Thailand faces?
- 4) What is Thailand's major religion? How might it influence the nation?
- 5) What is Thailand's form of government? What role does the King play in government?
- 6) Describe the educational system in Thailand.
- 7) What makes Thailand a developing nation?

Additional Requirements:

- Paper should be typed, double spaced
- Spelling error and grammar error free
- Feel free to include a picture or two

Resources:

- *Thailand: Images of a Developing Nation* website
- Internet (use the links from the *Developing Nation* website to start)

Scoring Rubric

| CATEGORY | 4 | 3 | 2 | 1 |
|-------------------------------|--|--|---|--|
| Organization | Information is very organized with well-constructed paragraphs and subheadings. | Information is organized with well-constructed paragraphs. | Information is organized, but paragraphs are not well-constructed. | The information appears to be disorganized. 8) |
| Quality of Information | Information clearly relates to the main topic. It includes several supporting details and/or examples. | Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples. | Information clearly relates to the main topic. No details and/or examples are given. | Information has little or nothing to do with the main topic. |
| Mechanics | No grammatical, spelling or punctuation errors. | Almost no grammatical, spelling or punctuation errors | A few grammatical spelling or punctuation errors. | Many grammatical, spelling, or punctuation errors. |
| Paragraph Construction | All paragraphs include introductory sentence, explanations or details, and concluding sentence. | Most paragraphs include introductory sentence, explanations or details, and concluding sentence. | Paragraphs included related information but were typically not constructed well. | Paragraphing structure was not clear and sentences were not typically related within the paragraphs. |
| Internet Use | Successfully uses suggested internet links to find information and navigates within these sites easily without assistance. | Usually able to use suggested internet links to find information and navigates within these sites easily without assistance. | Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance. | Needs assistance or supervision to use suggested internet links and/or to navigate within these sites. |