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Dear Dr. Ruetrakul,

Enclosed you will find my curriculum project from this past summer's Fulbright Summer Seminar. I have been having a wonderful time, as have my students, other teachers, my family, and friends, learning and sharing the great artifacts, video footage, and stories I was able to collect this past summer.

Thank you for everything! I will always have Thailand in my heart and mind. If there is anything I can do for you, for Fulbright, do not hesitate to contact me.

Sincerely,

Marly Reed

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## Unit Description

Teacher's Name:

Marly J. Reed

Title of Curriculum Project

Thailand: A Unit of Discovery

Summary of the Curriculum Project

Grade Level Upper Elementary School (including sixth grade)

Key questions:

Questions for discussion are included in unit.

Background Notes

The unit includes activities that integrate technology use. Several activities cite website addresses which provide information needed to complete the activities.

National Social Studies Standards

Experiences that provide for the study of culture and cultural diversity so that the learner can explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.

Experiences that provide for study of people, places, and environments so that the learner can describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like National Geography Standards

Experiences that allow students to analyze the spatial organization of people, places, and environments on the earth's surface

Experiences that give insight into the processes, patterns, and functions of human settlement

Objectives

The students will increase their cultural awareness of Thai culture Students will increase their sensitivity and appreciation for other cultures. Students will acknowledge the contributions that Thai culture has made to the U.S. Students will identify the many similarities between Thai and U.S. culture. Students will become active participants in a dialogue with Thai students. Students will utilize a variety of technology applications in accessing information and disseminating information (including digital imagery and Internet applications). Students will expand their artistic abilities through dance and visual art. Students will research cross discipline topics ranging from geography to science to social science. Students will read to be informed and for literary experience. Students will use graphic organizers to aid their learning. Students will gain clearer worldview based upon an in-depth study of Thailand.

Materials

The unit includes student handouts as well as teacher explanations and directions for each of the activities. The video clips that go with the "Video Clip Viewing and Response Activity" are compressed QuickTime digital clips and will at some point be posted on the internet (so students in various classrooms can access). I have included the questions to give teachers an idea what content is covered in the clips. The unit includes a treasure chest activity. I have provided a list of the treasure chest contents. Some of these items might be available at an area Thai market or might be borrowed from a Thai friend or one who has visited Thailand.

### Strategies

The unit uses a variety of reading and problem learning. Students read and respond to a variety of writing prompts. There are creative activities for students to apply their knowledge artistically. There is an active viewing of video clips which students actively seek answers to framing questions. Students use various graphic organizers to organize their thoughts and learning. Students gather and analyze information gained from a variety of media, including internet resources and digital formats. Students activate prior knowledge and build framework on which to add new information.

### Assessment

Students are given a variety of ways in which to express their understanding. Since students possess distinct learning styles and preferences, they should be given the opportunity to be assessed in a way that compliments their individual learning style. Students are evaluated individually, in teams, and as a class. Their understanding is monitored by verbal and nonverbal response, completion of activities, contributions to discussions, completion of artistic activities, and more standardized assessment.

### Follow-up Activities

As mentioned in the Unit, there will be an Evening Multi-cultural performance in the spring, highlighting the various aspects of Thailand's culture that were studied. In addition, student work samples and art projects will be displayed in the hallways. Although there is a moratorium on all field trips in our school district, I would like to plan a trip to the Arthur Sackler Gallery of Asian art, which is part of the Smithsonian Museum system in Washington D.C. Its holdings include Asian art from ancient times to the present.

### References

In addition to the information sources mentioned in the activities, a bibliography of children's literature on Thailand and Thai culture is included as well as a list of National Geographic magazine articles on topics relating to Thailand.

## Key Questions

The following are a series of questions and their related topics. These will be addressed and answered throughout the unit on Thailand. The answers will come from a variety of sources, such as video clips, books and articles on Thailand, internet resources, interviews with Thai students, and teacher input.

Language- To what language family do Thai belong? Is Thai related to other languages? What are some basic greetings? What other languages do people speak? Do people speak English, who? What are some common first and last names?

Food- Staples? Everyday dishes? What's popular with kids? Do kids eat "junk food" just like U.S. kids? What are the "junk foods"? Are U.S. foods present? What do kids think of them? Are there "exotic" foods or foods not present or eaten in the US? Fruit & Veggie carving-how is it done? How does the climate and geography influence the foods grown. Do people fish, how & where?

Art- Folk art? Dance? "Khon", "Lakhon", & "Likay"? How are they done? Do kids learn this? What's the local "pop" music like? Do kids ever hear "western" bands? What do they think of them? Do kids like to dance together? What's the architecture like? Famous buildings/temples?

Sports- Kickboxing? Who are the "star" kickboxers? How is "Takraw" played? What are popular sports kids play? Are sports watched on TV? Is there a national sport/team? Are sports considered important in society? Do people ever watch U.S. sports? What do people think about U.S. sports? Who are the national "sport stars"?

Pastime- What do kids do for fun? What games are played? Are there TV/radios? Do kids watch/listen to them? If so, to what? Who are the popular actors/actresses? Are U.S. films watched? What do kids think about them? Favorites? Video games?

School- What is school like? Schedule? What subjects do students study? Where is lunch eaten? Are the teachers nice/mean? Rules? What happens if you get in trouble? How many years do you go to school? Post graduation options? Homework? Is school hard? Does everyone speak the same language? If not, then what? Wear uniform? What are the holidays? What do people do on the holidays?

Home- Who lives together? Are meals eaten together? Who cooks meals? Do kids have chores? Get allowance? What is the currency? Free time to play? Church? What do you do there? What happens when kids get in trouble with the parents? Do people live in cities or the country? What are city/country dwellings like?

Feelings towards Americans- What do kids know about the U.S.? Do kids know any Americans? What do kids think an American kid is like? How are we alike/unlike? What do kids associate with America? Do students have to learn English? Do they want to? Why?

Other- Do you know anyone who moved to another country? Where did they go? Why did they go? Do you know any Thai-Americans? Their contributions to the new land? Do you know any famous people from Thailand living abroad? What have they done? Famous expatriates around the world? From where have Thai people migrated?

## Email Exchange Activities

One of my goals is to set up an electronic exchange between students and teachers in Thailand and U.S. students at my school. In addition to a cultural exchange, it would provide an authentic writing and reading environment; students would be very motivated in applying grammar and language into their letters. It also would provide a real and relevant context for social studies lessons. I think my entire school can be involved in the exchange. Every classroom at my school has computers with internet access, classes could create their own questions and responses. All the classrooms in the school could access the flow of questions and responses taking place.

Before the end of the school year, I informed my students that during the summer I would be traveling to Thailand. As a class, we studied various aspects of the country and its culture. I asked students what questions they would want to ask Thai children. We brainstormed a list of questions that they would ask a Thai child. These are the questions that my students brainstormed with my assistance. These would be used as starting points for our email pen pal exchange.

What is your name?

What grade are you in?

What is your school like?

What is your favorite subject?

What is your favorite food?

What is your favorite movie?

Have you ever visited America?

Do you have any American friends?

When did you start studying English?

What do you do after school?

What sports or games do you play?

What musical instrument do you play?

What are your hobbies/interests?

What do you want to be when you grow up?

What do you think Americans are like?

Would you like to visit America? Where in America?

What would you like Americans to know about your country?

What would you like to know about Americans?

## **Evening Multi-cultural Program**

I would like to have a spring Multi-Cultural Evening Program focussing on the cultures of South East Asia. The event would be the culminating event of a unit of study on Thailand. Thai students would join other students in presenting the highlights of what they learned. For example, students could share greetings and phrases in Thai, display examples and student created folk art, provide examples and instruction on how to create exotic fruit and vegetables carvings, showcase student made Thai kites, demonstrate a game of "Takraw", perform example of "Lakhon" classical dance, demonstrate various movements of kickboxing, display country maps and flags, demonstrate the holiday games of Songkram, display & perhaps model traditional costumes, and taste small samples of various traditional dishes. The entire school community would be invited to attend this performance.

## **Thai Web Creation**

I am in the process of creating a Thailand/Vietnam website that would contain much of what students would learn about the country/culture/people. I will be posting digital images from those I took during my travels. I will post pictures taken at our school's Multicultural evening program featuring Thai art, music, food, crafts, etc.... I would like this to be a very student-oriented WebPage that would have something for students of all grades (K-6) and contain many links to authentic examples of the Thai and Vietnamese culture. For example there are websites with voice samples of various phrases in Thai and Vietnamese. There are sites containing pictures of Thai and Vietnamese landmarks and cities, not to mention physical artifacts, dance, food, etc... Links of these will be easily be made in the website. When this site is complete and uplinked to the internet it will be available as a link from [www.gpsell.pgcps.org](http://www.gpsell.pgcps.org)

## **KWL Chart:**

### **What do we know about Thailand?**

**Title:** What do we know about Thailand?

**Objective:** To determine students' background knowledge base on Thailand

**Time:** 40 minutes

**Overview:** Each student will have input and a list will be generated of what the class already knows about Thailand; Each student will generate a list of what we want to learn about Thailand; at the end of the unit: students will complete final section of chart- what was learned about Thailand

**Materials:** Blackboard; KWL Chart

**Activities:** Students in small groups will generate lists of what they know about Thailand

These lists will be combined into a masterlist

Copies will be made for all students

All students will be given the final list

**Evaluation:** Teacher will use students' oral and written response to gauge understanding

## Video Clip Viewing and Response Activities

While in Thailand and Vietnam, I used a digital video camera to capture clips of various activities, sights, and places. Each video clip is from 30 seconds to 3 minutes in length. Students will watch the video clips and answer the associated question(s). Students may go back and re-watch the clip for further details. Following are the topics of each clip and associated student questions. I have recorded my voice over some of the clips, providing additional information needed to understand the clip more fully. I would like to post these digital video clips online, so teachers and students in any location could access them.

### *Foods*

What kinds of foods do you see? What are the girls eating? Do you see any foods that are not found in the U.S.?

### *Fruits*

What is growing in the tree? How do people pick this fruit? Which fruits have you seen before? Which fruits are new to you? Which fruits would you like to try?

### *Vegetables*

Identify as many of the vegetables you can. What are the people eating on the left?

### *Spices*

What spices are found in Thailand? Which of these do we use in the U.S.? What do you use if you like spicy food? Which are very popular in Thai cooking?

### *Traditional dishes*

What are the people in the picture eating? What are two popular dishes in Thailand? What is the "Thai national dish"? What Thai dishes have you had?

### *Food carving*

What are women doing in the picture? What do the vegetables look like? How long did it take for the "flower" to be carved? What do they use to carve the fruit?

### *Markets*

Describe the market picture? What are the people shopping for? How is this the same/different than how you buy things? What are the different types of stores in Thailand? How often do most people shop for food?

### *Land*

How large is Thailand? Thailand is in the shape of an \_\_\_\_\_? Thailand is about the same size as what U.S. state? What is the capital? How many people live in the capital? What river is this? What are the three largest cities in Thailand?

### *Climate*

Look at how these people are dressed, do you think it's hot or cool? What are the seasons and what are their average temperatures? When it is winter in the U.S., what season is it in Thailand? Does it rain a lot? When? Why or why not would you like the climate in Thailand? Are there parts of the U.S. with similar climates?

### *Money*

What is the name of this currency? What colors are these notes? How many dollars is this amount of money worth? Who is the person on the currency?

### *Language*

Besides Thai, what other languages are spoken in Thailand? Listen and repeat in Thai "hello" and "thank you".

### *Greetings*

How do these two girls greet their teacher? What do they do with their hands? What is the difference between the way the two men greeted each other? Why do you think there was a difference?

### *Dress*

Describe how the people walking on the sidewalk are dressed? Describe how the man on the left is dressed? Where might he be going like this? Describe the Thai traditional costume? When would this be worn?

### *Jobs*

What kinds of jobs do these people have? Why are these jobs important? Which of these jobs would you enjoy having?

### *Religion*

Where are these people going? Describe the parts of this temple? Who are the gentlemen in orange? What are some things you can do at a temple? What are some things a good Buddhist would do?

### *Temples*

Look at the many beautiful buildings? What do they remind you of? What are these people doing with the lotus flower? What is the girl doing with the candle? In what year was Buddhism introduced to Thailand?

### *School*

Match the pictures of schools with their type: a)primary b)secondary c)university

### *Kindergarten*

How old are these children? What are they doing? What will they learn before going to first grade? For how long do they stay at school?

### *Primary*

How old are these children? How long is their school day? Where do they eat lunch? Describe their uniform. What subjects do they study? What do they do after school? What sports do they play?

### *Secondary*

At what age do students go to secondary school? What subjects do they take? What languages do they study? What are some after-school clubs? How much homework do they have? What do they use computers for?

### *University*

How old are these students? What are they studying? For how many years do they go to university? What are the most famous universities? If you don't go to university, what else can you do?

### *Dance*

Describe what this dancer is wearing? What animal does she look like? What story is this dance based on? What are three types of Thai dance? Who learns these dances? Where? For how many years have these students studied dance?

### *Music*

What are the names of these instruments? What instruments (that you know the names of) do they remind you of? What instruments do they sound like? How long have these students been studying these instruments? Where do they study music? How old is this type of music? When would this music be played?

### *Crafts*

Describe what you see in these pictures? What are they making? How long does it take for each? Where do these people learn these handicrafts? How long will it take for this basket to be woven? What is she embroidering on this pillow? What are the steps in making silk fabric?

### *Plants*

Why do these plants grow in Thailand and not in the U.S.. What is tarro and what can you make out of it? What is Thailand's national flower? What is it a symbol of? Why do these plants only grow in the mountains?

### *Animals*

What are these animals? Have you seen them at a zoo in the U.S.? What is the "national animal" of Thailand? How has the elephant helped people in the past? What are these elephants doing? If you were riding on the elephant's back, how would you feel? What animals are "endangered" in Thailand? What can people do to help protect them?

### *Transportation*

What are the different ways these people are traveling? What is this newest mode of transportation in Bangkok? Which are the same and different from what you know?

## Thai Treasure chest

**Time:** two one hour sessions

**Procedure:** Students are placed into groups (2-3 students). They then select one object from the Treasure Chest. They discuss with their group members the object and its characteristics. They complete as many of the following questions as they can for each object. They will be asked to present the object they selected to the class at the end of the activity. Here are the questions for students to keep in mind when examining each item:

1. Describe the item (What does it look like?)
2. From what materials is it made? (ex: wood, metal, silk, glass...)
3. What do people use it for?
4. When would people use it? (every day, certain holidays, when completing a specific task...)
5. How do you think it was made?
6. Have you ever seen this item or a similar kind in the U.S.?
7. If so, (#6) where? How were they alike and different?
8. Are the materials it is made of available around here?
9. How do you think this item represents some cultural aspect of Thailand
10. If visiting Thailand, would you like to bring back this item?

**Materials:** The items contained in the treasure chest and the activity sheet, "Thai Treasure chest"

*These are the items contained in the Thai treasure chest. I purchased most of the items in Thailand this summer but some were given to me by Thai friends upon my return.*

### Not for students' eyes

(Treasure Chest contains: finely woven rattan basket, traditional straw hat, handmade-paper umbrella, jade paper-weight (not real jade), handmade-paper kite, embroidered pillow, Nang talung puppet, figure of a Thai musician, Khon mask of a demon, Nielloware salt and pepper set, carved wood bowl, lacquerware bowl, Hill-tribe (Karen) shirt, hat, and bag, Becharong pot, scarf of raw Thai silk, scarf of finished silk, Mawn sam liam cushion, cotton pha sin skirt, takraw ball, ring of jasmine (plastic-flowers), wooden elephant model, pictures of: rambutans, longans, mangoes, mangosteens, durians, jackfruits, & guavas, newspapers, soda bottles, samples of currency & coins, Thai stamps, small Thai flag, plastic longtail boat)

## Thai Treasure Chest Activity

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Class: \_\_\_\_\_ Unit: World Cultures (Thailand)

With your group members, select one object from the Treasure Chest. Discuss with your group members the object and its characteristics. Complete as many of the following questions as you can about the object. You will be asked to present the object you selected to the class at the end of the activity.

1. Describe the item (What does it look like?)
2. From what materials is it made? (ex: wood, metal, silk, glass...)
3. What do people use it for?
4. When would people use it? (every day, certain holidays, when completing a specific task...)
5. How do you think it was made?
6. Have you ever seen this item or a similar kind in the U.S.?
7. If so, (#6) where? How were they alike and different?
8. Are the materials it is made of available around here?
9. How do you think this item represents some cultural aspect of Thailand?
10. If visiting Thailand, would you like to bring back this item?

(Treasure Chest contains: finely woven rattan basket, traditional straw hat, handmade-paper umbrella, jade paper-weight (not real jade), handmade-paper kite, embroidered pillow, Nang talung puppet, figure of a Thai musician, Khon mask of a demon, Nielloware salt and pepper set, carved wood bowl, lacquerware bowl, Karen hill-tribe shirt, hat, and bag, Becharong pot, scarf of raw Thai silk, scarf of finished silk, Mawn sam liam cushion, cotton pha sin skirt, takraw ball, ring of jasmine (plastic-flowers), wooden elephant model, pictures of: rambutans, longans, mangoes, mangosteens, durians, jackfruits, & guavas, newspapers, soda bottles, samples of currency & coins, Thai stamps, small Thai flag, plastic longtail boat)

## Thailand's Animals

Name: \_\_\_\_\_ Date: \_\_\_\_\_

After viewing the digital video clips, reading the book selections, and browsing the following websites:

<http://www.pbs.org/edens/thailand/bounty.htm>

<http://www.thaifocus.com/elephant/index.htm>

<http://www.wildwatchthailand.com/historyofthailand.htm>

<http://www.zoothailand.org/songkhla/animals/>

Select an animal that is "native" to Thailand. Write a paragraph about it and include the following:

- ❖ Physical description
- ❖ Habitat (where it lives)
- ❖ Diet (what it eats & how it finds food)
- ❖ Size & Weight (full grown)
- ❖ Endangered?
- ❖ Other countries it is found
- ❖ Animals that "prey" or hunt it
- ❖ Whether it is found in the wild & where
- ❖ Are they found in North America
- ❖ Can you see it at the "National Zoo" in Washington D.C.?

## Maryland - Thailand

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Look at a globe or world map. Locate Maryland and Thailand. Using the charts in your Social Studies book and information at

<http://www.cia.gov/cia/publications/factbook/geos/th.html>, answer the following questions.

1. What is the latitude and longitude of Maryland?
2. What is the latitude and longitude of Thailand?
3. What hemisphere is Maryland in?
4. What hemisphere is Thailand in?
5. Where is Maryland in relation to the equator?
6. Where is Thailand in relation to the equator?
7. How far away is Thailand from Maryland? (in miles)
8. What time zone is Thailand in?
9. What time is it in Thailand now? (write down Maryland's time too!)
10. describe the average temperature and rainfall for Maryland and Thailand.

National Geographic Publications on Thailand from 1995 to present. Note some articles are found in NGP's "Traveler", "World", and "Adventure" magazines. Some of these articles are available online at [www.nationalgeographic.com](http://www.nationalgeographic.com)

#	Title Long	Publisher	Publication Date
[ 1 ]	Big hairy Deal	National Geographic Explorer! magazine (Formerly National Geographic for Kids!)	2002 Oct.
[ 2 ]	Breaking Out of the Box	TRAVELER magazine dept.	2002 Oct.
[ 3 ]	On the Front Lines	NATIONAL GEOGRAPHIC MAGAZINE DEPT.	2002 Feb.
[ 4 ]	Room with a Skew	TRAVELER magazine	2002 July/Aug.
[ 5 ]	Rules of the Road	TRAVELER magazine dept.	2002 May/June
[ 6 ]	Saving the Edible-Nest Swiftlet	National Geographic BIRDWATCHER newsletter	2002 Sept./Oct.
[ 7 ]	Thailand's Slice of Borneo	TRAVELER magazine dept.	2002 Apr.
[ 8 ]	Where Next	ADVENTURE magazine dept.	2002 Aug.
[ 9 ]	World's Great Train Journeys: Adventure, Romance, and a Kangaroo or Two	Book	2002
[ 10 ]	Chronicle: Reports from the Adventure Vanguard	ADVENTURE magazine dept.	2001 Mar./Apr.
[ 11 ]	Dispatches	TRAVELER magazine dept.	2001 Mar.
[ 12 ]	Icky Adventures of Brady Barr: Going Batty	WORLD magazine	2001 Oct.
[ 13 ]	King Cobras: Feared, Revered	NATIONAL GEOGRAPHIC magazine	2001 Nov.
[ 14 ]	Malaria Dilemma	ADVENTURE magazine dept.	2001 Nov./Dec.
[ 15 ]	National Geographic Traveler: Thailand	Book	2001
[ 16 ]	Night Shift in the Rain Forest	National GEOGRAPHIC magazine	2001 Oct.
[ 17 ]	Outward Bound	NATIONAL GEOGRAPHIC magazine dept.	2001 July
[ 18 ]	Spirit Well: Pang Mapa, Thailand	ADVENTURE magazine dept.	2001 Sept./Oct.
[ 19 ]	Bangkok	National Geographic DestinationMap	2000
[ 20 ]	Dispatches	TRAVELER magazine dept.	2000 Nov./Dec.
[ 21 ]	Get Smart	TRAVELER magazine dept.	2000 Nov./Dec.
[ 22 ]	Kids Did It!	WORLD magazine	2000 May
[ 23 ]	Lure of the Rails	TRAVELER magazine	2000 July/Aug.
[ 24 ]	Postings	TRAVELER magazine dept.	2000 Mar.

[ 25 ]	Thailand: Diving the Andaman Aquarium in the Similans	ADVENTURE magazine	2000 July/Aug.
[ 26 ]	World on the Cheap	ADVENTURE magazine	2000 July/Aug.
[ 27 ]	Bulletin	TRAVELER magazine dept.	1999 May/June
[ 28 ]	Film Fantasies	TRAVELER magazine dept.	1999 Apr.
[ 29 ]	Herd on the Street	National GEOGRAPHIC magazine dept.	1999 Feb.
[ 30 ]	Postings	TRAVELER magazine dept.	1999 Mar.
[ 31 ]	Postings	TRAVELER magazine dept.	1999 Sept.
[ 32 ]	Researchers Use Tiger Self-portraits for a Far-flung Survey	NATIONAL GEOGRAPHIC magazine dept.	1999 Nov.
[ 33 ]	Shrinking World of Hornbills	NATIONAL GEOGRAPHIC magazine	1999 July
[ 34 ]	Two Faces of Tourism	TRAVELER magazine	1999 July/Aug.
[ 35 ]	Window on a Hornbill Nest	NATIONAL GEOGRAPHIC magazine dept.	1999 July
[ 36 ]	National Geographic Society Connections	NGS Connections Newsletter	1998 Feb.
[ 37 ]	Update: Asia Travel Bargains	TRAVELER magazine dept.	1998 July/Aug.
[ 38 ]	Coral in Crisis	WORLD magazine	1997 Nov.
[ 39 ]	Thai Dog Finds a Bone: It's a Dinosaur!	NATIONAL GEOGRAPHIC magazine dept.	1997 Mar.
[ 40 ]	Exploring a Kingdom of Secret Caves	WORLD magazine	1996 Mar.
[ 41 ]	Many Faces of Thailand	NATIONAL GEOGRAPHIC magazine	1996 Feb.
[ 42 ]	On Assignment	NATIONAL GEOGRAPHIC magazine dept.	1996 Feb
[ 43 ]	Treasures in Thailand	WORLD magazine	1995 Oct.
[ 44 ]	Help for Thai Hill Tribes	TRAVELER magazine dept.	1994 May/June
[ 45 ]	Tourism and Child Exploitation	TRAVELER magazine dept.	1993 Mar./Apr.
[ 46 ]	Conclave of Cats Besieged in a Thai Refuge	NATIONAL GEOGRAPHIC magazine dept.	1992 Apr.
[ 47 ]	Prehistoric Ritual and Exchange along a tropical Coast in Thailand	NG Research Journal	1992 Spring
[ 48 ]	Elephants-Out of Time, out of Space	NATIONAL GEOGRAPHIC magazine	1991 May
[ 49 ]	Japan's Sun Rises Over the Pacific	NATIONAL GEOGRAPHIC magazine	1991 Nov.
[ 50 ]	Monkey Business Climbing for Coconuts	WORLD magazine	1991 July

## Thailand Literature Bibliography

### Non-fiction

Thailand: land of smiles / Schwabach, Karen. 1991

Describes the past and present of Thailand, focusing on its ethnic groups, heritage, politics, culture, major cities, and other aspects.

Let's visit Thailand / Wilkins, Frances

Describes the geography, history, people, and customs of Thailand.

Thailand: the golden land / Edmonds, I.G.

Traces Thailand's history and includes a brief look at its cultural, economic, and political scene today.

Bangkok / McNair, Sylvia.

Describes the history, culture, daily life, food, people, sports, and points of interest in the capital and largest city of Thailand

Welcome to Thailand / Wynaden, Jo.

The Mekong River / Dramer, Kim.

Photographs and text explore the history, geography, and environment of the Mekong River as it flows through six countries including China, Vietnam, Cambodia, Thailand,

Cooking the Thai way / Harrison, Supenn

An introduction to the cooking of Thailand including such recipes as lemon chicken soup, satay, and Thai spring rolls. Also includes information on the history, geography, customs, and people of Thailand.

### Fiction

The man who caught fish / Krudop, Walter Lyon

A stranger with a bamboo pole magically catches fish and hands them out to villagers, saying "One person, one fish," but the king will not be content until he receives a whole basket of fish.

The girl who wore too much: a folktale from Thailand / MacDonald, Margaret 1998

Spoiled and vain, Aree cannot decide which of her many silken dresses and lavish jewels to wear to the dance, so she wears them all.

Rice without rain / Ho, Minfong 1997

After social rebels convince the headman of a small village in northern Thailand to resist the land rent, his seventeen-year-old daughter Jinda finds herself caught up in the student uprising in Bangkok.

Dangerous Wishes / Sleator, William.

To end the bad luck that fifteen-year-old Dom and his parents have been experiencing since their arrival in Thailand, Dom and his new friend Lek search for a jade carving that must be returned to its shrine to appease an angry Thai spirit.

Breath of the dragon / Giles, Gail

Malila draws pictures to accompany her grandmother's stories about Thai festivals, traditions, and customs.

The whispering cloth / Deitz Shea, Pegi 1996

A young girl in a Thai refugee camp finds the story within herself to create her own pa'ndau.

Hush!: a Thai lullaby / Ho, Minfong

A lullaby which asks animals such as a lizard, monkey, and water-buffalo to be quiet and not disturb the sleeping baby.

Kao and the golden fish / Hamada, Cheryl

Pictures tell the story of a beautiful young girl who suffers at the hands of her jealous stepmother and stepsister. Text appears in the back of the book.