

Cambodian American Studies Model Curriculum
California Department of Education
What's in a Name? Southeast Asia, Cambodia, Kampuchea, Khmer
តើនៅក្នុងឈ្មោះមានអត្ថន័យអ្វីខ្លះ? អាស៊ីអាគ្នេយ៍ ខេមរៈ កម្ពុជា ខ្មែរ
Grade: 6–7
Khmer Student Materials

Translation Disclaimer

Student-facing content in this document was translated from English into Khmer by professional translators. The translation process was thorough and included several stages of review. While every effort has been made to ensure accuracy, word choices and content framing may not align with the preferences of all communities. We appreciate your understanding.

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Area of Study: Introduction to Cambodian History

Compelling Question: How does learning about Cambodian history promote a greater understanding of Cambodian American experiences?

តើការសិក្សាអំពីប្រវត្តិសាស្ត្រកម្ពុជាជំរុញឱ្យមានការយល់ដឹងកាន់តែខ្លាំងអំពីបទពិសោធន៍ខ្មែរអាមេរិកាំងយ៉ាងដូចម្តេចដែរ?

Lesson Question (Supporting Question): What are the origins of the names: Cambodia, Kampuchea, and Khmer?

តើខេមរៈ កម្ពុជា និង ខ្មែរ មានប្រភពដើមមកពីណា?

Lesson Materials:

Readings:

- *How did Cambodia Get Its Name?*
- *The Origin of the Word Khmer and Cambodia*

Handouts:

- Outline Map of Southeast Asia
- Rubric
- Link to all handouts: <https://ucdavis.box.com/s/6tzcutstvl8usjp9ivldtjqne9sbs0h>

Lesson Objective:

Students will understand the various names for Cambodia, the country, its people, and its language, and examine how these reflect historical circumstances.

សិស្សនឹងស្វែងយល់ពីឈ្មោះផ្សេងៗសម្រាប់ប្រទេសកម្ពុជា ប្រទេស ប្រជាជន និងភាសា

និងពិនិត្យមើលថាតើវាឆ្លុះបញ្ចាំងពីស្ថានភាពប្រវត្តិសាស្ត្រយ៉ាងដូចម្តេចដែរ។

Historical Thinking Skills: Historical Significance. This lesson will facilitate student proficiency in *historical significance*, one of Seixas' historical thinking skills (Seixas & Morton, 2013). Students make personal decisions about what is historically significant, and then consider the criteria they use to make those decisions. Educators improve student familiarity with the criteria for historical significance.

Students consider the historical significance of how people and geography shaped the creation of Cambodia.

Standards Addressed:

CCSS.ELA-Literacy. RI 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS. ELA-Literacy W. 7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

HSS.6.1.2 Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.

Lesson Assessment:

Students will highlight the origins of the names of Cambodia/Kampuchea/Khmer by creating an infographic.

Suggested Amount of Time: 120 Minutes

Lesson Background:

This lesson introduces students to how places are named, how these names reflect a Western (and often colonial) nomenclature, and how they differ from how residents of these areas refer to themselves. Further discussion will focus on Cambodia, its nomenclature and how it has changed, with reflection on in-country terms and references. Also, time will be given to explore the indigenous tribes of Cambodia and their identities. In addition, students can be guided to understand how the process of colonialism involves taking the land and renaming it.

As a crossroads of major trade routes, Southeast Asia has been influenced by India and China and other countries and peoples who traveled there to partake of its resources. But this very diverse region consists of 11 nation-states (Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar (Burma), the Philippines, Singapore, Thailand, Timor-Leste, and Vietnam) and hundreds if not thousands of different cultural groups. The history of the region ranges from ancient kingdoms to military juntas, from sparsely populated islands to capital cities of millions, from swidden farmers to corporate magnates. How did this region come to be known as Southeast Asia, and who decided that is how it would be known?

Lesson Procedures:

1. Cultural Energizer: What's in a name?
 - Have students discuss the following with a partner. They can choose to answer the question(s) they are comfortable with.
 - Do you know why you were given your specific name(s)? Do you have a nickname? Have you had a name/nickname imposed on you, even though you did not want it? Have you ever changed your name(s)?
 - តើអ្នកដឹងទេថាហេតុអ្វីបានជាអ្នកត្រូវបានដាក់ឈ្មោះដាក់លាក់មួយដល់អ្នក?
 - តើអ្នកមានឈ្មោះហៅក្រៅទេ? តើអ្នកធ្លាប់ត្រូវបានដាក់ឈ្មោះឱ្យ/ហៅឈ្មោះក្រៅទេ
 - ទោះបីអ្នកមិនចង់បានឈ្មោះនោះក៏ដោយ? តើអ្នកធ្លាប់ផ្លាស់ប្តូរឈ្មោះរបស់អ្នកទេ?
 - Once students are done sharing with a partner, have a whole class discussion: How does one's name reflect one's identity?
តើឈ្មោះរបស់គេបង្ហាញពីអត្តសញ្ញាណរបស់គេយ៉ាងដូចម្តេចដែរ?
2. Pre-Assessment: Provide students with the outline map of Southeast Asia.
<https://ucdavis.box.com/s/6uf1cxiuzr06ju9yi827e1sxa255859i>
 - Have students fill in as much as they can of the outline map, without accessing the internet, globes, books, or other materials.
 - Display a map of Southeast Asia with the countries labeled. Then have students share what they were able to identify with a peer.
 - Students begin thinking about: How did this region come to be called Southeast Asia? Why is the origin of this term important?
ដូចម្តេចដែលហៅថា អាស៊ីអាគ្នេយ៍? ហេតុអ្វីបានជាប្រភពដើមនៃពាក្យនេះសំខាន់?
3. Interaction with sources. Note to teachers: you may want to use the free resource Diffit <https://beta.diffit.me/#text> to adjust the reading level of readings to support your students.
 - Students will pair up with a peer.
 - Student A will be assigned to read and analyze: “How Did Cambodia Get Its Name”
<https://theculturetrip.com/asia/cambodia/articles/how-did-cambodia-get-its-name>

- Student B will be assigned to read and analyze: *The Origin of the Word Khmer and Cambodia*
<https://ucdavis.app.box.com/s/6tzcutstvl8usjp9ivldtjqne9sbs0h>
- As each partner reads, they will take notes on the following:
 - How has Southeast Asia evolved?
 - How did the names “Cambodia” and “Kampuchea” come about?
 - What is the meaning behind “Khmer?”
 - តើអាស៊ីអាគ្នេយ៍មានការវិវត្តន៍យ៉ាងដូចម្តេចដែរ?
 - តើឈ្មោះ «ខេមរៈ» និង «កម្ពុជា» (“Cambodia” and “Kampuchea”) កើតមកដោយរបៀបណា?
 - តើពាក្យថា "ខ្មែរ" មានអត្ថន័យយ៉ាងដូចម្តេចដែរ?
- Once each partner is done, they will take turns sharing about their source, as well as the responses to the questions.
 - Students will confirm details that are overlapping and answer the three questions together utilizing information from both of the sources.
- Have a class discussion of the three questions.

4. Cultural Production

- Students will create an infographic to highlight their understanding of the origins of the names: Cambodia, Kampuchea, or Khmer. This can be done with the same partner or independently.
 - Students are welcome to complete an equivalent project in the form of a poster, illustration, written explanation, audio response or video response.
- Requirements for the infographic
 - The name/title of Cambodia, Kampuchea, or Khmer
 - Important dates
 - Provide at least three to four facts that address:
 - How Southeast Asia has evolved
 - How the names Kampuchea and Cambodia were developed
 - The meaning behind Khmer
 - Visual Elements: identify an image, symbol, icon, or chart that best reflects each fact. Your selection should connect to the information being provided. If time permits, set up a gallery walk to allow students

to present their infographic, as well as view their classmates' products.

- តម្រូវការសម្រាប់បទបង្ហាញអមដោយរូបភាព និងព័ត៌មាន (infographic)
 - ឈ្មោះ/ចំណងជើង ខេមរៈ កម្ពុជា ឬ ខ្មែរ
 - កាលបរិច្ឆេទសំខាន់ៗ
 - ផ្តល់ការពិតយ៉ាងហោចបីទៅបួនដែលបញ្ជាក់ពី៖
 - របៀបដែលអាស៊ីអាគ្នេយ៍មានការវិវត្តន៍
 - របៀបដែល ឈ្មោះកម្ពុជា និងប្រទេសកម្ពុជា (Kampuchea and Cambodia) ត្រូវបានបង្កើតឡើង
 - អត្ថន័យពីក្រោយពាក្យថា ខ្មែរ (Khmer)
 - ធាតុផ្សំដែលអាចមើលឃើញ៖ កំណត់អត្តសញ្ញាណរូបភាព និងមិត្តសញ្ញារូបតំណាង ឬតំណាងដែលឆ្លុះបញ្ចាំងពីការពិតនីមួយៗឱ្យបានល្អបំផុត។ ការជ្រើសរើសរបស់អ្នកគួរផ្សារភ្ជាប់ទៅនឹងព័ត៌មានដែលបានផ្តល់ឱ្យ។ ប្រសិនបើមានពេលវេលា សូមរៀបចំការដើរតាមវិចិត្រសាល ដើម្បីអនុញ្ញាតឱ្យសិស្សធ្វើបទបង្ហាញអំពីព័ត៌មានវិទ្យារបស់ពួកគេ ក៏ដូចជាមើលផលិតផលរបស់មិត្តរួមថ្នាក់របស់ពួកគេផងដែរ។

Scaffolding:

- **Engagement:** Consider the following method to support with lesson engagement:
 - Provide feedback that is frequent, timely, and specific
 - Elevate the frequency of self-reflection and self-reinforcements
- **Representation:** Consider the following method to support with multiple means of representation:
 - Highlight how complex terms, expressions, or equations are composed of simpler words or symbols
 - Make connections to previously learned structures
- **Action and Expression:** Consider the following method to support in presenting their learning in multiple ways:

- Provide scaffolds that can be gradually released with increasing independence and skills (e.g., embedded into digital reading and writing software)
- Provide guides and checklists for scaffolding goal-setting

For additional ideas to support your students, check out the UDL Guidelines at CAST (2018) <http://udlguidelines.cast.org>.

Multilingual Learner Supports:

- **Emerging:** Consider the following method to support with emerging students:
 - Pair students to read one text together
 - Students read with a partner and concisely summarize text together using critical content vocabulary, but limiting summary to essential words. Begin in pairs of two, move to partnerships of four for more practice.
- **Expanding:** Consider the following method to support with expanding students:
 - Writing: Provide writing frames
 - When posing a question for discussion and writing, the teacher offers a coordinated response frame to support the use of particular grammatical structures and vocabulary.
- **Bridging:** Consider the following method to support with bridging students:
 - Reading: Use focused questions to guide reading
 - Students use inquiry posing their own questions and wonderings to guide shared research experiences.

For additional guidance around scaffolding for multilingual learners, please consult the following resources:

English Learner Toolkit of Strategies

<https://ucdavis.box.com/s/ujkdc2xp1dqjzrlq55czph50c3sq1ngu>

Providing Appropriate Scaffolding

<https://www.sdcoe.net/educators/multilingual-education-and-global-achievement/oracy-toolkit/providing-appropriate-scaffolding#scaffolding>

Strategies for ELD

<https://ucdavis.box.com/s/dcp15ymah51uwizpmmmt2vys5zr2r5reu>

ELA / ELD Framework

<https://www.caeducatorstogether.org/resources/6537/ela-eld-framework>

California ELD Standards

<https://ucdavis.box.com/s/vqn43cd632z22p8mfzn2h7pntc71kb02>

Enrichment Opportunities:

1. Research ASEAN - what it is (what the acronym stands for) and what it proposes to do. Discuss the nomenclature – e.g., is it more appropriate than Southeast Asia? Less appropriate? Why do you feel this way? Who created the acronym? Who uses the acronym?
2. Names and Identity - Use the following source
<https://www.facinghistory.org/resource-library/names-and-identity-reading> from Holocaust and Human Behavior, revised edition. Have students work in one of three groups, and have each group answer the questions that appear at the end of the handout:
 - What words or phrases does Jennifer Wang use to describe her identity? What words or phrases does she use to describe her attitude toward her identity?
 - What does Wang mean when she says “the ‘Jennifer’ clashing with the ‘Wang,’” the “Wang” fighting with the ‘Jennifer?” What examples does she provide to support this description of her name?
 - What might your name tell others about your identity? What stories about you or your family might your name reflect? What about your identity is simplified, hidden, or confused by your name?
3. Have students research local area names that have been changed recently due to their ties to colonialism or rethinking of historical figures.
4. Have students read “Finding One’s Voice”
<https://www.facinghistory.org/resource-library/finding-ones-voice> from Holocaust and Human Behavior, revised edition. Have students work in one of three groups, and have each group answer the questions that appear at the end of the handout:
 - What barriers did society place in the way of Julius Lester’s becoming the kind of person he wanted to be? How did he overcome these barriers?
 - When Lester found a book of haiku in the bookstore, why did he almost put it back?

- Lester writes that when he found the book of haiku, “I knew: This is my voice.” Have you ever found your voice in a work of art, music, literature, or film?

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Readings

How Did Cambodia Get Its Name?
Sep. 5th, 2018

Cambodia is a proud nation, with a culture that stretches back to pre-Angkorian times – just like its name. Running parallel to the country's history, the Kingdom's title has undergone several reinventions to get to where it is today.

Cambodia, Cambodge, Kampuchea. These are all monikers used to refer to the Kingdom of Wonder, which officially goes by the Kingdom of Cambodia. Cambodia is an anglicised twist on the colonial French's name for Cambodia – 'Cambodge'. 'Kampuchea' is the official Khmer title for the nation people call home, and a word that has its roots steeped deep in history. Culture Trip explores how Cambodia got its name.

The word 'Kampuchea' is derived from the Sanskrit Kambujadeśa, or Kambuja – an early tribe from northern India who oversaw huge parts of Southeast Asia ahead of the formation of the Khmer Empire. It is thought that Indian traders introduced the name when they discovered remote lands in the region.

Its origins also feature in a myth found in inscriptions carved into the walls of Baksei Chamkrong, a small Hindu temple that forms part of the Angkor complex dating back to 944. According to the legend, Indian hermit Kambu Swayambhuva met celestial nymph Mera and the two wed, creating a new kingdom that grew into the Chenla Empire, which pre-dated the Khmer Empire.

A timeline of Cambodia's modern names.

Recent history has seen Cambodia's official title take on several forms. Since 1953 there have been six different names for the nation, as various ruling bodies have sought to put their stamp on it.

1953 – 1970: The monarchy, headed by the late King Norodom Sihanouk, officially bestowed it with the name of the Kingdom of Cambodia – the official title of today.

1970: When the US-backed Lon Nol government overthrew the monarchy, it established the Khmer Republic – the country's newly given name. Under Lon Nol, civil war spread and US bombing campaigns hardened, providing the Khmer Rouge with the perfect platform to garner support in returning power and the country back to the people while restoring peace.

April 1975: The capital of Phnom Penh fell to the Khmer Rouge. Under the regime's plans to create an agrarian society under the rule of Pol Pot, the Khmer Republic became Democratic Kampuchea.

1975 – 1978: During the next four years, an estimated third of the population perished under the genocidal Khmer Rouge regime. Whole cities of people were evicted and forced to work in the countryside. The country's elite and educated citizens, including doctors, teachers, artists, politicians and even those who wore glasses, were all targeted under the Khmer Rouge. Evidence of this bitter part of Cambodia's history can be seen at The Killing Fields and S-21 Genocide Museum in Phnom Penh.

January 1979: Vietnamese forces stormed Phnom Penh, toppling the Khmer Rouge. The formation of a Vietnamese-backed government called the People's Republic of Kampuchea (PRK), led to the country being named after the ruling party between 1979 and 1989. As the PRK failed to receive international backing, in a bid to turn popular opinion it named the country the State of Cambodia.

This was a name the Kingdom kept throughout the United Nations' peace-keeping operation, which launched in February 1992 after years of negotiations.

The United Nations Transitional Authority in Cambodia (UNTAC) was a ground-breaking mission for the UN and saw huge efforts pumped into restoring peace to a country crippled by decades of war. It was also the first time the organisation took over operations of a country, organising and holding elections, and monitoring human rights. UNTAC cost more than US\$1.6 billion and involved 46 countries.

In 1993, with the first post-Khmer Rouge democratic elections having taken place, the monarchy restored and a new chapter for the country lying ahead, the country's name was reinstated to the Kingdom of Cambodia – a title it proudly still holds today.

តើប្រទេសកម្ពុជាបានទទួលឈ្មោះខ្លួនដោយរបៀបណាដែរ?

ថ្ងៃទី5 ខែ កញ្ញា ឆ្នាំ 2018

កម្ពុជាជាប្រទេសមួយដែលមានមោទនភាព ដោយមានវប្បធម៌ដែលលាតសន្ធឹងទៅដល់សម័យមុនអង្គរ ដូចជាឈ្មោះរបស់ខ្លួន។
ដោយដំណើរការស្របទៅនឹងប្រវត្តិសាស្ត្ររបស់ប្រទេស
ចំណងជើងរបស់ព្រះរាជាណាចក្របានឆ្លងកាត់ការផ្លាស់ប្តូរឱ្យបានច្រើនដំណាក់ដើម្បីទៅដល់កន្លែងដែលវាស្ថិតនៅ។

Cambodia, Cambodge, Kampuchea។ ទាំងអស់នេះគឺជា ឈ្មោះ

ដែលត្រូវបានប្រើដើម្បីសំដៅទៅលើព្រះរាជាណាចក្រអច្ឆរិយៈដែលចេញជាផ្លូវការដោយព្រះរាជាណាចក្រកម្ពុជា។ Cambodia (កម្ពុជា)
គឺជាកំណែទម្រង់ឈ្មោះរបស់អាណានិគមបារាំងពីភាសាអង់គ្លេស គឺ Cambodia – ‘Cambodge’ «Kampuchea»
ជាចំណងជើងផ្លូវការរបស់ខ្មែរសម្រាប់ប្រជាជាតិដែលប្រជាជនហៅថាផ្ទះ ហើយជាពាក្យដែលមានឫសគល់យ៉ាងជ្រៅក្នុងប្រវត្តិសាស្ត្រ។
ដំណើរការប្តូរឈ្មោះ ដើម្បីសិក្សាស្វែងយល់ពីរបៀបដែលប្រទេសកម្ពុជាទទួលបានឈ្មោះរបស់ខ្លួន។

ពាក្យ «Kampuchea» មកពីភាសាសំស្ក្រឹត Kambujadeśa ឬ Kambuja

ដែលជាកុលសម្ព័ន្ធដើមកំណើតមកពីភាគខាងជើងនៃប្រទេសឥណ្ឌា ដែលគ្រប់គ្រងផ្នែកដ៏ធំនៃអាស៊ីអាគ្នេយ៍
មុនពេលការបង្កើតអាណាចក្រខ្មែរ។

វាត្រូវបានគេគិតថាពាណិជ្ជករឥណ្ឌាម្នាក់បានណែនាំឈ្មោះនេះនៅពេលដែលពួកគេបានរកឃើញដីដាច់ស្រយាលនៅក្នុងតំបន់។

ប្រភពដើមរបស់វាក៏មាននៅក្នុងទេវកថាដែលរកឃើញនៅក្នុងសិលាចារឹកដែលឆ្លាក់ចូលទៅក្នុងជញ្ជាំងនៃប្រាសាទបាក់សីចាំក្រុង
ដែលជាប្រាសាទហិណ្ឌូតូចមួយដែលបង្កើតបានជាផ្នែកនៃប្រាសាទអង្គរដែលមានអាយុកាលតាំងពីឆ្នាំ 944 មក។ យោងទៅតាមរឿងព្រេង
ឥស្សរិយយសឥណ្ឌា Kambu Swayambhuva បានជួបនឹងនាងទេពមន្ត Mera ទាំងពីរបានរៀបការ
បង្កើតនគរថ្មីមួយដែលរីកដុះដាលទៅជាអាណាចក្រចេនឡា នៅមុនសម័យអាណាចក្រខ្មែរ។

តារាងពេលវេលានៃឈ្មោះទំនើបរបស់កម្ពុជា។

ប្រវត្តិសាស្ត្រថ្មីៗនេះបានរកឃើញចំណងជើងផ្លូវការរបស់កម្ពុជាថាមានទម្រង់ជាច្រើន។ ចាប់តាំងពីឆ្នាំ 1953 មក
មានឈ្មោះប្រាំមួយផ្សេងគ្នាសម្រាប់ជាតិមួយនេះ ដោយសារស្ថាប័នគ្រប់គ្រងនានាបានស្វែងរកការបោះត្រារបស់ពួកគេ។

ឆ្នាំ 1953 – 1970៖ រាជាធិបតេយ្យ ដែលដឹកនាំដោយសម្តេចព្រះនរោត្តម សីហនុ
បានថ្វាយព្រះនាមព្រះរាជាណាចក្រកម្ពុជាជាផ្លូវការដល់សព្វថ្ងៃ។

ឆ្នាំ 1970៖ នៅពេលដែលរដ្ឋាភិបាល លន់ នល់ គាំទ្រដោយសហរដ្ឋអាមេរិក បានផ្តល់លំហូរជាជានិយម វាបានបង្កើតឡើង
សាធារណរដ្ឋខ្មែរ ដែលជាឈ្មោះរបស់ប្រទេសដែលទើបនឹងផ្តល់ឱ្យ។ ក្រោមការដឹកនាំរបស់ លន់ នល់
សង្គ្រាមស៊ីវិលបានរីករាលដាល និងយុទ្ធនាការទម្លាក់គ្រាប់បែករបស់សហរដ្ឋអាមេរិកកាន់តែខ្លាំង
ដែលផ្តល់ឱ្យខ្មែរក្រហមនូវវេទិកាដ៏ល្អឥតខ្ចោះមួយ ដើម្បីប្រមូលការគាំទ្រក្នុងការប្រគល់អំណាច និងប្រទេសមកឱ្យប្រជាជនវិញ
នៅពេលដែលកំពុងស្តារសន្តិភាពឡើងវិញ។

ខែមេសា ឆ្នាំ1975៖ រាជធានីភ្នំពេញបានធ្លាក់ទៅក្នុងរបបខ្មែរក្រហម។ ក្រោមផែនការរបស់របបបង្កើតសង្គមកសិកម្មក្រោមការគ្រប់គ្រងរបស់
ប៉ុល ពត សាធារណរដ្ឋខ្មែរបានក្លាយជាកម្ពុជាប្រជាធិបតេយ្យ។

ឆ្នាំ 1975 – 1978៖ ក្នុងរយៈពេលបួនឆ្នាំបន្ទាប់

ប្រជាជនប្រមាណមួយភាគបីនៃប្រជាជនបានបាត់បង់ជីវិតក្រោមរបបប្រល័យពូជសាសន៍ខ្មែរក្រហម។
មនុស្សក្នុងទីក្រុងទាំងអស់ត្រូវបានបណ្តេញចេញ និងបង្ខំឱ្យទៅធ្វើការនៅជនបទ។ ឥស្សរជន និងពលរដ្ឋដែលមានការអប់រំ
រួមទាំងវេជ្ជបណ្ឌិត គ្រូបង្រៀន សិល្បករ អ្នកនយោបាយ និងសូម្បីតែអ្នកដែលពាក់វ៉ែនតា
សុទ្ធតែជាគោលដៅក្រោមរបបខ្មែរក្រហម។ ភ័ស្តុតាងនៃផ្នែកដ៏ជួរចត់នៃប្រវត្តិសាស្ត្ររបស់ប្រទេសកម្ពុជាអាចឃើញនៅវាលពិឃាត
និងសារមន្ទីរប្រល័យពូជសាសន៍ ស-21 ក្នុងរាជធានីភ្នំពេញ។

ខែ មករា ឆ្នាំ 1979៖ កងកម្លាំងវៀតណាមបានវាយលុកទីក្រុងភ្នំពេញដោយផ្តល់លំហូររបបខ្មែរក្រហម។

ការបង្កើតរដ្ឋាភិបាលដែលគាំទ្រដោយវៀតណាមហៅថា សាធារណរដ្ឋប្រជាមានិតកម្ពុជា (ស.ប.ក.)
បាននាំឱ្យប្រទេសនេះត្រូវបានដាក់ឈ្មោះតាមគណបក្សកាន់អំណាចនៅចន្លោះឆ្នាំ 1979 ដល់ 1989។ ដោយសារ ស.ប.ក.
បរាជ័យក្នុងការទទួលបានការជួយគាំទ្រពីអន្តរជាតិ ក្នុងគោលបំណងបង្វែរមតិមហាជន បានដាក់ឈ្មោះប្រទេសនោះថា
រដ្ឋកម្ពុជា។

នេះគឺជាឈ្មោះដែលព្រះរាជាណាចក្រកម្ពុជាពេញមួយក្រោមប្រតិបត្តិការរក្សាសន្តិភាពរបស់អង្គការសហប្រជាជាតិ
ដែលបានចាប់ផ្តើមនៅក្នុងខែកុម្ភៈ ឆ្នាំ 1992 បន្ទាប់ពីការចរចាជាច្រើនឆ្នាំ។

អាជ្ញាធរអន្តរកាលអង្គការសហប្រជាជាតិនៅកម្ពុជា (អ៊ិនតាក់) គឺជាបេសកកម្មមូលដ្ឋានសម្រាប់អង្គការសហប្រជាជាតិ
ហើយបានឃើញកិច្ចខិតខំប្រឹងប្រែងដ៏ធំសម្បើមក្នុងការស្តារសន្តិភាពដល់ប្រទេសដែលរងគ្រោះដោយសារសង្គ្រាមរាប់ទសវត្សរ៍។
នេះក៏ជាលើកទីមួយដែរ ដែលអង្គការនេះបានកាន់កាប់ប្រតិបត្តិការនៃប្រទេសមួយ ការរៀបចំ ចាត់ចែងការបោះឆ្នោត
និងការត្រួតពិនិត្យសិទ្ធិមនុស្ស។ អ៊ិនតាក់ ចំណាយថវិកាអស់ជាង 1.6 ពាន់លានដុល្លារអាមេរិក និងមានប្រទេសចូលរួមចំនួន 46។

នៅឆ្នាំ 1993 ជាមួយនឹងការបោះឆ្នោតលើកទីមួយតាមបែបប្រជាធិបតេយ្យក្រោយរបបខ្មែរក្រហមបានកើតឡើង
របបរាជានិយមបានស្តារឡើងវិញ និងជាជំពូកថ្មីមួយសម្រាប់ប្រទេសដែលនៅខាងមុខ
ឈ្មោះប្រទេសត្រូវបានបញ្ចូលឡើងវិញជាព្រះរាជាណាចក្រកម្ពុជា
ដែលជាចំណងជើងដែលវាតែមានមោទនភាពរហូតមកដល់សព្វថ្ងៃនេះ។

The Origin of the Word Khmer and Cambodia Reading

According to a speech delivered by Dr. Long Siam, a prominent Khmer linguist and historian, at Ounalom Monastery in 1991, the origin of the word "Khmer/ខ្មែរ" is rooted in a captivating myth that narrates the genesis of the Khmer people. The myth unfolds the tale of a hermit named "Kampu/កម្ពុ" and a celestial apsara named "Mera/មេរៀន". The amalgamation of these two names resulted in "Kampumera/កម្ពុមេរៀន", which underwent a linguistic evolution, being shortened successively to "Kmera/កម្រៀន", "Khmera/មេរៀន", and ultimately to "Khmer/ខ្មែរ". In this mythical narrative, the hermit Kampu and the apsara Mera are revered as the founding father and mother, symbolizing the origins of Khmer people and their rich civilization.

Kampu + Mera → Kampumera → Kmera → Khmera → Khmer

According to the Merriam-Webster dictionary, the term "Khmer" not only denotes "a member of an aboriginal people of Cambodia" but also serves as "the official language of the country of Cambodia." For a Khmer individual, the word "Khmer/ខ្មែរ" holds a nuanced significance, encompassing meanings such as "មនុស្ស" (pronounced m'nous), signifying "people" or "human"; "ភាសា" (pronounced pear-sar), meaning "language"; and "ជាតិ" (pronounced jeath), encapsulating notions of "nation," "race," "nationality," "flavor," and "essence." While "Cambodia" is the internationally recognized name for the country, it is noteworthy that this term originated from the French rendition "Cambodge," a transliteration of "Kampuchea/កម្ពុជា", the authentic pronunciation of the country's name in the Khmer language. "Kampuchea/កម្ពុជា" itself is a composite of two distinct words. The country's name Kampuchea, in English stylized as "Cambodia," actually means "to be born from gold." "Kampuchea/កម្ពុជា". In the Khmer language, "Kampuchea" is a composite of two words: "Kampu" and "Chea" (កម្ពុ ជា), underscoring the cultural and linguistic nuances that shape the identity of the country as

perceived by its own people.

In the ancient tale of Preah Tuong and Neang Neak, the origin of the Khmer Kingdom unfolds on the island of "Nokor Koh Thlok." Preah Tuong and his people, having sailed from a distant land, encountered Neang Neak, the sovereign ruler of the island, and engaged in a fierce battle. However, love blossomed amidst the conflict, leading to a profound connection between Preah Tuong and Neang Neak. In order to marry her, Preah Tuong embarked on an underwater journey, clinging to Neang Neak's naga tail. Seeking approval from her naga parents, the King and Queen of the Nagas, Preah Tuong was granted permission, and as a symbolic gesture, the royal couple reduced the ocean waters, revealing additional land on Nokor Koh Thlok. This newly exposed land came to be known as Cambodia, marking the sacred beginnings of the Khmer people, with Preah Tuong and Neang Neak revered as the esteemed founding father and mother of the Khmer Kingdom.

The names Cambodia, Cambodge, and Kampuchea carry distinct meanings and linguistic origins. While internationally, the term "Cambodia" is widely recognized as the official name of the country, it is notable that within Cambodia itself, the Khmer people do not use this term in their native language. The name "Cambodia" is derived from the French rendition "Cambodge," which, in turn, is a transliteration of the authentic Khmer name for the country.

ប្រភពដើមនៃពាក្យខ្មែរ និង កម្ពុជា

នេះបើតាមការលើកឡើងរបស់លោកបណ្ឌិត ឡុង សៀម ដែលជាអ្នកភាសាវិទូ និងជាអ្នកប្រវត្តិសាស្ត្រខ្មែរដ៏លេចធ្លោនៅឯ

វត្តឧណ្ណាលោម ក្នុងឆ្នាំ 1991 ប្រភពដើមនៃពាក្យ "ខ្មែរ/ខ្មែរ"

ត្រូវបានចាត់ប្រើនៅក្នុងទេវកថាខ្មែរចាប់ពីអរម្មណ៍ដែលរៀបរាប់អំពីបុព្វហេតុនៃជនជាតិខ្មែរ។

ទេវកថាជាតិជាងរឿងព្រេងរាប់មួយអង្គឈ្មោះ "Kampu/កម្ពុ" និងអប្បបរមាមួយព្រះអង្គឈ្មោះ "Mera/មេរៀន"។

ការបញ្ចូលគ្នានៃឈ្មោះទាំងពីរនេះនាំឱ្យ "Kampumera/កម្ពុមេរៀន" ដែលបានទទួលការវិវត្តន៍ផ្នែកភាសា

ដោយត្រូវបានកាត់ខ្លីជាបន្តបន្ទាប់ទៅជា "Kmera/កមេរៀន", "Khmera/មេរៀន", និងចុងក្រោយទៅជា "Khmer/ខ្មែរ"។

ក្នុងរឿងនិទានទេវកថានេះ ឥសីកំភូ និងអប្បបរមា ត្រូវបានគេគោរពថាជាបិតាស្ថាបនិក ដែលជានិមិត្តរូបនៃប្រភពដើមនៃជនជាតិខ្មែរ

និងអរិយធម៌ដ៏សម្បូរបែបរបស់ពួកគេ។

Kampu + Mera → Kampumera → Kmera → Khmera → Khmer

យោងតាមវចនានុក្រម Merriam-Webster ពាក្យ "ខ្មែរ" មិនត្រឹមតែតំណាងឱ្យ "សមាជិកនៃជនជាតិដើមនៃប្រទេសកម្ពុជា" ប៉ុណ្ណោះទេ ប៉ុន្តែក៏មានតួនាទីជា "ភាសាផ្លូវការរបស់ប្រទេសកម្ពុជាដែរ"។ សម្រាប់បុរេបុរសបុគ្គលជា ខ្មែរ ពាក្យ "Khmer/ខ្មែរ" មានអត្ថន័យយ៉ាងជ្រាលជ្រៅសម្រាប់បុគ្គលណាស់។ រូបបញ្ចូលអត្ថន័យដូចជា "មុស្ស" (បញ្ចេញសំឡេងថា m'nous) មានន័យថា "មនុស្ស" ឬ "មនុស្ស"; "ភាសា" (បញ្ចេញសំឡេងថា pear-sar) មានន័យថា "ភាសា"; និង "ជាតិ" (បញ្ចេញសំឡេងថា jeath), បង្កប់ន័យនៃ "ជាតិ" "ជាតិសាសន៍" "ជាតិ" "វសជាតិ" និង "ខ្លឹមសារ" ។ ចំណែកឯ "Cambodia" ជាឈ្មោះប្រទេសដែលទទួលស្គាល់ជាអន្តរជាតិគួរឱ្យកត់សម្គាល់ថាពាក្យនេះមានប្រភពមកពីការបកប្រែភាសាបារាំង "Cambodge" ដែលបកប្រែថា "Kampuchea/កម្ពុជា" ការបញ្ចេញសំឡេងពិតប្រាកដនៃឈ្មោះប្រទេសជាភាសាខ្មែរ។ "Kampuchea/កម្ពុជា" ខ្លួនឯងគឺជាសមាសធាតុនៃពាក្យពីរផ្សេងគ្នា។ ឈ្មោះប្រទេស Kampuchea ជាភាសាអង់គ្លេសថា "Cambodia" ដែលមានន័យថា ដែនដីសុវណ្ណភូមិ "Kampuchea/កម្ពុជា" ។ ជាភាសាខ្មែរ "Kampuchea" ជាពាក្យពីរខុសពីគ្នា "Kampu" and "Chea" (កម្ពុ ជា) គូសបញ្ជាក់នូវភាពខុសប្លែកគ្នានៃវប្បធម៌ និងភាសា ដែលកំណត់អត្តសញ្ញាណរបស់ប្រទេសដូចដែលបានយល់ឃើញដោយប្រជាជនរបស់ខ្លួន។

ក្នុងរឿងបុរាណ ព្រះចៅ និង នាងនាគ ដើមកំណើតនៃព្រះរាជាណាចក្រខ្មែរលាតត្រដាងនៅលើកោះនគរកោះធ្លក។ ព្រះចៅ និងប្រជារាស្ត្របានចេញសំពៅពីស្រុកឆ្ងាយមកជួបនឹងនាងនាគជាអ្នកគ្រប់គ្រងកោះ ហើយបានប្រយុទ្ធគ្នាយ៉ាងខ្លាំង។ ទោះបីយ៉ាងណាក៏ដោយ ស្នេហាបានរីកដុះជាលំដាប់ពេលមានផ្លែម្លោះ ដែលនាំឱ្យមានការទាក់ទងគ្នាយ៉ាងជ្រាលជ្រៅរវាងព្រះចៅ និងនាងនាគ។ ដើម្បីរៀបការជាមួយនាង ព្រះចៅបានធ្វើដំណើរក្រោមទឹកដោយចងកន្ទុយនាគរបស់នាងនាគ។ ដោយស្វែងរកការយល់ព្រមពីមាតាបិតារបស់នាងនាគ ព្រះមហាក្សត្រ និងម្ចាស់ក្សត្រីយ៍នាងនាគ ព្រះចៅត្រូវបានអនុញ្ញាត ហើយជាកាយវិការជានិមិត្តរូប គូស្នេហាវង្សបានកាត់បន្ថយទឹកសមុទ្រដោយបង្កើតជាដីបន្ថែមនៅលើនគរកោះធ្លក។ ទឹកដីដែលទើបលាតត្រដាងថ្មីនេះ ត្រូវបានគេស្គាល់ថាជាប្រទេសកម្ពុជា ដែលបង្ហាញពីការចាប់ផ្តើមដ៏ពិសិដ្ឋរបស់ប្រជាជនខ្មែរដោយព្រះចៅ និងនាងនាគ ជាទីគោរពសក្ការៈជាបិតាស្ថាបនិក និងមាតានៃព្រះរាជាណាចក្រខ្មែរ។

ឈ្មោះ Cambodia Cambodge និង Kampuchea មានអត្ថន័យ

និងប្រភពដើមនៃភាសាខុសៗគ្នា។ ជាអន្តរជាតិ ពាក្យ "Cambodia" ត្រូវបានទទួលស្គាល់យ៉ាងទូលំទូលាយថាជាឈ្មោះផ្លូវការរបស់ប្រទេសនេះ ប៉ុន្តែគួរកត់សម្គាល់ថា ក្នុងប្រទេសកម្ពុជាខ្លួនឯង ខ្មែរមិនប្រើពាក្យនេះ នៅក្នុងភាសាកំណើតរបស់ពួកគេទេ។ ឈ្មោះ "Cambodia" មកពីភាសាបារាំង "Cambodge" ដែលជាការបកប្រែនៃឈ្មោះខ្មែរពិតប្រាកដសម្រាប់ប្រទេសនេះ។