

Unit 1: South and Central Asia

Inquiry Map

Content Standard(s):

- 7.T1a.1
- 7.T1a.2
- 7.T1a.3

Practice Standard(s):

- (1) With structured prompts, demonstrate civic knowledge, skills, and dispositions by working collaboratively to identify and explain aspects of the ancient history of Central and South Asia that are relevant to participating in and governing a diverse society.
- (3) Organize information from multiple primary and secondary sources by using details such as origin, context, and author's intent to make connections and construct meaning.
- (6) Argue or explain conclusions about political, economic, social, and cultural developments in Central and South Asia using valid reasoning and evidence.

Essential Questions:

1. How does where you live influence how you live?
2. How do belief systems reflect and influence society?
3. How much influence do leaders have over the success of a society?

Supporting Questions:

1. How do geography and climate influence the development of societies and the lives of people in South and Central Asia?
2. If you were a curator, which three artifacts would you choose to communicate what is most important about Harappan society?
3. What are the origins and essential beliefs of the religious traditions that developed in ancient South Asia?
4. How did the Mauryan Empire use philosophical ideas and belief systems to guide its leadership?
5. Who created the Golden Ages of India and Central Asia?

Enduring Understandings:

1. A strategic location at the heart of the Eurasian continent created conditions in Central and South Asia for ongoing migration, invasion, and cultural and intellectual exchange. These interactions contributed to tremendous demographic and religious diversity, and helped to generate significant advancements in the arts and sciences.
2. Monsoons played a major role in shaping the region's development, particularly that of the Indian subcontinent. These seasonal winds promoted trade in the Indian Ocean and brought rain that allowed for two growing seasons. This contributed to a food surplus, allowing for the growth of cities and more advanced societies. Monsoons have also been problematic for the region by causing large-scale flooding and destruction in years when the rains are particularly heavy or the winds particularly strong.
3. The diverse geography of Central and South Asia influenced patterns of interaction and settlement. Some of the world's first advanced societies emerged along the Indus River. A harsh climate and poor agricultural conditions led steppe regions to develop nomadic ways of life, while other regions of Central Asia were highly urbanized with "crossroads" cultures.
4. The belief systems of Hinduism and Buddhism emerged in ancient South Asia and had a profound effect on the region's political, cultural, and social history and current society. Hinduism and Buddhism evolved and continue to evolve along with the societies where they are practiced.
5. The caste system has a complicated history. Although it became associated with Hinduism in the ancient world, discrimination based on caste is not a core teaching of the belief system. In the ancient world, societal and human choices led to discrimination and inequality based on caste. Caste discrimination also exists in non-Hindu communities in South Asia and in the South Asian diaspora. This is a problem that

continues in the modern world. However, private citizens and government agencies are working to address these injustices.

6. The growth of cities and populations brought political, economic, and social changes to South and Central Asia around the 5th century BCE. These changes were reflected in new ideas of kingship, the expansion of trade routes, and the emergence of belief systems. Significantly, these developments lay the groundwork for economic prosperity, effective leadership, and advancements in science, mathematics, and the arts.
7. Although leadership was important in establishing stability and the sponsorship of learning in ancient Central and South Asia, the labor and talents of common people were vital to the success of the ancient societies of Central and South Asia.

Unit 1: South and Central Asia

End of Unit
36 Instructional Days and 3 Flex Days

Must Do Lessons

- Essential learning for summative assessment

Nice to Do Lessons

- Opportunities for expanded learning about the topic

Cluster 1: Geography of South and Central Asia

** After lesson 5-6, students will complete the first two rows on the Summative Review

- **Lesson 1:** The "Influencers" of Today and of Ancient South and Central Asia
- **Lesson 2:** South Asian Geography: Influences on People and Society
- **Lesson 3:** Challenges and Benefits of Central Asia's Geography
 - Provide students with scaffolds for the map
 - If combining lessons 3-4, use the Exit Ticket from Lesson 4 as a formative assessment
- **Lesson 5:** Human-Environment Interaction: The Ganges River and the Aral Sea (Part I)

- **Lesson 4:** Putting It Together: Analyzing the Geography of South & Central Asia
- **Lesson 6:** Human-Environment Interaction: The Ganges River and the Aral Sea (Part II)

Cluster 2: Harappan Society

** After lessons 10-11, students will complete row 3 on the Summative Review

- **Lesson 7:** Meet the Harappans
- **Lesson 8:** Considering the Candidates: *Stations of Harappan Artifacts*
- **Lesson 9:** Supporting Claims: What Is Most Important about the Harappans?
- **Lessons 10:** Building the Exhibit

- **Lessons 11:** Building the Exhibit

Cluster 3: Post-Harappan Developments in South Asia****** After lesson 21, students will complete rows 4 - 10 on the Summative Review

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| <ul style="list-style-type: none">- Lesson 12: The Indo-Aryan Migration- Lesson 13: Brahman: The Hindu Concept of God- Lesson 14: Key Hindu Beliefs: Dharma and Karma, Samsara and Moksha- Lesson 15: The Bhagavad Gita, Caste and Society- Lesson 16: Taking Action to Reduce Inequality: The Work of Bishnu Pariyar- Lesson 17: Key Aspects of Buddhism: Buddha, The Four Noble Truths and the Eightfold Path- Lesson 18: Buddhism: The Middle Way, Meditation and the Meaning of Brahmin- Lesson 21: The Buddhist Community in Ancient South Asia (Part II) | <ul style="list-style-type: none">- Lesson 19: The Appeal of Buddhism in Ancient South Asia- Lesson 20: The Buddhist Community in Ancient South Asia (Part I) |
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Cluster 4: Kingship and Golden Ages in Ancient India and Central Asia****** After lesson 31, students will complete remaining rows on the Summative Review

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| <ul style="list-style-type: none">- Lesson 22: The Roots of Mauryan Power- Lesson 23: Governing Kautilya-Style- Lesson 25: Ashoka's Edicts: Governing through the Teachings of Buddhism- Lesson 28: Inquiry Cycle: Who Created the Gupta Golden Age? (Part II)- Lesson 29: Inquiry Cycle: Who Created the Gupta Golden Age? (Part III)- Lesson 30: Central Asia and Baghdad: Land of Libraries and Learning- Lesson 31: The Gifts of the Polymaths of Central Asia | <ul style="list-style-type: none">- Lesson 24: From Bindusara to Ashoka: Analyzing Shifts in Mauryan Rule- Lesson 26: Kautilya and Ashoka — Making Ancient and Modern Connections- (*) Lesson 27: Inquiry Cycle: Who Created the Gupta Golden Age? (Part I)<ul style="list-style-type: none">- Merge with lesson 28 |
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Summative Assessment

- (Prompt) You and your classmates are creating a display of interconnected thinking webs to help educate the larger community about Central and South Asia. Consider deciding democratically where your webs will be displayed. For example, they might be displayed in the school or community library, at the town hall, in the lobby of your school building, or online. **[Student Facing Directions]**
 - In **Task 1:** You will work with a partner or small group to choose a question to

respond to throughout the assessment.

- In **Task 2**: You will work with a partner or small group to curate a set of 7 blocks from a list of 18. Your choice of blocks should relate to their selected question.
- In **Task 3**: You will work with your partner or small group to use your selected blocks to build an interconnected web that responds to their chosen question. This task builds on the web-making and analysis you have been doing throughout the unit.
- In **Task 4**: You will work with your partner or small group to identify five connections on the web (places where two blocks touch) and explain each in one sentence. You will write these explanations on a graphic organizer and show them with arrows on your web.
- In **Task 5**: You will use a graphic organizer to write an extended explanation and analysis of the two most important relationships you identified in Task 4.

Unit 2: East Asia

Inquiry Map

Content Standard(s):

- Cluster 1 - 7.2a:1, 7.2a:2, 7.2a:3, 7.2b:1
- Cluster 2- 7.2b:2 a-e, 7.2c: 1, 7.2c: 2
- Cluster 3- 7.2a: 3, 7.2c: 1, 7.2c: 2
- Cluster 4- 7.2a: 3, 7.2c: 1, 7.2c: 2

Practice Standard(s):

- 3) Organize information and data from multiple primary and secondary sources by sequencing, prioritizing based on a given criterion, categorizing, and synthesizing to construct meaning.
- (5) Evaluate the credibility and relevance of each source.

Essential Questions:

1. Why are certain beliefs and practices shared by cultures across East Asia?
2. How does the art created by a society reveal its values?

Supporting Questions:

1. How do maps and images reveal information about human geography and development? What are some possible limits of these sources?
2. What do artifacts and texts tell us about people's lives in early China?
3. What kind of government did the Chinese feel would best keep order and harmony?
4. What were the foundational belief systems and innovations of China, and why did they spread across the region?
5. How was Korean identity shaped by developments within Korea and encounters with neighbors?
6. How did different groups compete for power in early Japan?
7. How did Japanese art reflect Japanese values?

Enduring Understandings:

1. The early societies of East Asia included some of the best historically documented cultures in the world, thanks to the early development and preservation of writing, as well as troves of art and artifacts discovered through archaeology. These offer a window into the perspectives and values of elites and commoners alike.
2. A common foundation of culture developed across the region that included ancestor worship; orderly and detailed notions about the cosmos and afterlife; written languages initially based on characters; a non-exclusive mix of Confucian, Daoist, Buddhist and indigenous beliefs; and centralized imperial bureaucracies with legal codes modeled on those of China.
3. The art forms of East Asia — such as bronzework and goldwork, ceramics, calligraphy, poetry, painting, temple and imperial architecture, and garden design — were shaped by indigenous ideas and external influences. Individual artworks offer insight into the concerns and values of people in ancient times. Some works also provide evidence of cultural diffusion and syncretism.
4. East Asian societies became adept at cultural borrowing and adaptation, with China as the admired standard-bearer of the region in ancient times. However, all East Asian societies exerted cultural and intellectual influence on the others. This occurred through trade and tribute systems, diplomatic or religious missions, warfare, and other forms of contact with neighboring regions (including nomads of the northern steppes) and more distant regions, such as India.

Unit 2: East Asia

Pacing Calendar

Must Do Lessons

- Essential learning for summative assessment

Nice to Do Lessons

- Opportunities for expanded learning about the topic

Cluster 1: *Geography and Environment in East Asia*

- **Lesson 1:** What Is East Asia? Defining a Region
- **Lesson 2:** China's Human Geography: Learning from Sources
 - Modification: Try to follow time limits for each section. Some suggestions: Reading for Central Ideas- a jigsaw; How Maps Can Mislead- 10 mins with partner, then debrief; homework to finish
- **Lesson 3:** Analyzing Maps: Physical Features and Human Development
 - Homework
- **Lesson 4:** Human-Environment Interactions in East Asia

Cluster 2: *Early China from the Shang through Tang Dynasties*

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| <ul style="list-style-type: none"> - Lesson 5: Life in the Shang, Revealed through Bones and Shells - Lessons 6 & 7: Learning from Early Tombs: You Can Take It With You - Lesson 8: The Lives of Common People, Recorded in The Book of Songs - Lesson 9: The Centrality of Writing to Chinese Civilization - Lesson 10: Early Chinese Governing Philosophies - Lessons 11 & 12: Inquiry Cycle: Were Qin Shi Huangdi's Projects Worth the Cost? - Lessons 13 & 14: Petitioning the Qin Emperor - Lesson 15: Confucianism: Foundation of Han Social and Ethical Beliefs - Lesson 16: Confucianism and Women - Lessons 17/18: The Han Social Order: Religious Syncretism/Nature and the Cosmos: Indigenous Religious Beliefs and Daoism <ul style="list-style-type: none"> - Modification: Analyze the Mulan trailers (17) and do the feng shui and yin and yang activities (18) - Lesson 19: Why Did Buddhism Spread across East Asia? | <ul style="list-style-type: none"> - Lessons 20 & 21: The Tang Model: Innovations That Spread |
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Cluster 3: *Early Korea (Three Kingdoms to Koryo)*

<ul style="list-style-type: none"> - Lesson 22: Historical Influences on Korean Identity - Lesson 23: The Three Kingdoms: Constructing History through Images <ul style="list-style-type: none"> - Modification: Students can practice discourse by participating in a jigsaw activity to learn about one of the Three Kingdoms of Korea, instead of doing independent research. 	<ul style="list-style-type: none"> - Lesson 24: Presentations on the Three Kingdoms - Lessons 25-27 (Supplemental): Learning through Narrative: A Single Shard and Twelfth-Century Korea
Cluster 4: <i>Classical and Early Medieval Japan</i>	
<ul style="list-style-type: none"> - Lesson 28: Classical Japan: Setting, Sequence and Shinto - Lesson 29: State Formation and Centralization - Lesson 30: Imperial Power and the Threats to It, Near and Far - Lesson 31: Decentralization and the Rise of the Samurai - Lesson 32: Japanese Aesthetic Principles and Garden Design - Consider a review day as this unit is very long 	<ul style="list-style-type: none"> - Lesson 33: A Reflection Over Tea and Poetry: Answering Essential Questions
<p>Summative Assessment</p> <ul style="list-style-type: none"> - Part I: Vocab, Map Skills, Credibility (1-2 days) [Student Facing Directions] - Part II: (prompt) [Student Facing Directions] You are the curator at a small museum with an East Asia collection that includes images, texts, and artifacts. You will have a collection of 12 pieces that includes text, artwork, and photographs. In order to display these pieces effectively, you will need to make some choices about which pieces go together in one room, and which should be separated. By annotating the sources as you read them, and thinking about the themes, you will begin to notice patterns and connections between them. Take notes in the box at right using the prompts, and mark up the sources at left with your preferred methods, such as underlining, boldface, highlighting, or added symbols. You will also need to write a title slide and description for each “room,” or grouping. You may put up to 4 sources “back in storage” — meaning you do not need to use them at all. <ul style="list-style-type: none"> - Step 1: Read the list of Source Themes to remind yourself of some possible organizing ideas. Then read or view each source, and take notes in the right-hand box on the slide. You may also highlight or underline the texts at left, or add notes to the source slides. Note-taking prompts are provided to help you identify evidence for your ideas. - Step 2: In your role as curator, organize your sources into groups that can be exhibited together. You can do this by dragging slides into a different order in the deck. Each group must have at least 2 sources. - Step 3: Step 3: Create a Title Slide for each group by dragging one of the blank models from the end of the deck (light yellow slides) to position it at the start of the group. Then fill in the prompts: <ul style="list-style-type: none"> - a title - a one- or two-sentence description of the group - the sources that belong to the group - evidence that the sources belong there. 	

Unit 3: The Silk Routes - Trade and Cultural Exchange Across Asia

Inquiry Map

Content Standard(s):

- 7.1a:1
- 7.2a:1 & 3
- 7.1b: 2g
- 7.2b: 2f
- 7.2c: 1
- 7.2b: 2e

Practice Standard(s):

- (2) Develop focused questions or problem statements and conduct inquiries.
- (3) Organize information from multiple primary and secondary sources.
- (5) Evaluate the credibility and relevance of each source.

Essential Question:

1. How does trade affect ideas and culture?

Supporting Questions:

1. What would a traveler or trader on the Silk Routes experience?
2. What were the most important goods and ideas that moved on the Silk Routes?
3. What happened over time to the Silk Road legacy of tolerance?

Enduring Understandings:

1. Beginning in the 1st century CE, Eurasia became connected through trade networks known as the Silk Routes, which operated by land and by the 7th century, also by sea. This long-distance trade was motivated initially by elite desires for luxury goods not available locally.
2. Alongside trade in products, intangible ideas spread on the Silk Routes. These included skills, knowledge, technologies, religions, languages, artistic styles, and culture generally. Cultural diffusion was a major by-product — and sometimes driver — of trade.
3. The mixing of peoples in Silk Road oases and ports led to a cosmopolitan acceptance of differences: a legacy of religious and cultural tolerance that has been challenged at various points in time, both ancient and modern.

Unit 3: The Silk Routes- Trade and Cultural Exchange Across Asia

Pacing Calendar

Must Do Lessons

- Essential learning for summative assessment

Nice to Do Lessons

- Opportunities for expanded learning about the topic

Cluster 1: *The Silk Routes*

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| <ul style="list-style-type: none"> - Lesson 1: Exchange Across Asia – Timeline and Terms - Lesson 2: The Geographical Challenges of Silk Route Travel - Lesson 3: Cultural Diffusion along the Silk Routes - Lessons 4 & 5: Investigating Relevant Sources: <i>Who and What Traveled on the Silk Routes?</i> - Lesson 6: How Were the Maritime Silk Routes Different? - Lessons 7 & 8: Inquiry Cycle: <i>Preparation for “Exchange at the Oases” Simulation</i> - Lesson 9: Inquiry Cycle: <i>Exchange at the Oases Simulation</i> - Lesson 10: Inquiry Cycle: <i>Simulation Debriefing and Writing an Argument</i> | <ul style="list-style-type: none"> - Lesson 11: The Legacy of Religious Tolerance in China - Lesson 12: The Silk Road Legacy Today: China and the Uighurs - Lesson 13: UN Sustainable Development Goal #16 and Responses to the Uighur Crisis |
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Inquiry Cycle (Lesson 10) - 2 days

- In this final lesson of the Inquiry Cycle, students first debrief the simulation, which is bound to have generated excitement and reflection. Once students have had a chance to respond to it, this lesson moves them into the remaining steps of inquiry. They will organize and synthesize their information (PS3), gather further information to fill in remaining gaps, modify their ideas as needed, then write a multi-paragraph argument (W1, W9) that responds to the Guiding Question: What were the most important goods and ideas that moved along the Silk Routes? Finally, students will share their answers in a group Putting It Together reflection and explore new questions that arise organically as part of the discussion (SL1, PS2).
 - After discussion, students should make their final 1 or 2 “most important” selections. At this point, share with them the [Silk Route Goods and Ideas Links](#) (page 2 and 3 of their packet) to deepen their knowledge of particular goods, ideas or skills that moved with the Silk Route travelers. Give them time to look into possibilities they did not initially research, using the titles of links to find relevant information for building the evidence and reasoning for their argument. They should not try to read up on every possibility at this stage, but stay focused on their top 1 or 2.
 - When they have settled on their top choice (or two) for importance, ask them to write an argument following the specifications laid out in the packet explaining

their choice and reasoning. These written arguments should be at least three paragraphs in length. Direct students' attention to the template called A Silk Road Argument (with a graphic organizer embedded) on pages 4-6 of their packet. This will guide their work. Go over the expectations there.

- If time allows, students may peer-edit, looking for model language in their partner's writing. Let students know that they can finish at home, and should bring their notes home with them. Their arguments will be collected at the start of class tomorrow.

Note: Units 3 & 4 could be completed in a term

Unit 4: Southeast Asia and Oceania

Inquiry Map

Content Standard(s):

- Cluster 1 - 7.3a:1-3
- Cluster 2- 7.3a:1-3, 7.3b:1
- Cluster 3- 7.3a:1-3

Practice Standard(s):

- PS 2. Develop focused questions or problem statements and conduct inquiries.
- PS 6. Argue or explain conclusions in the form of claims, cause-effect statements, and persuasive arguments, using valid reasoning and evidence.
- PS 7. Determine next steps and take informed action, as appropriate.

Essential Questions:

1. How do cultures adapt when exposed to new ideas?
2. What are our ethical responsibilities for stewardship of the land and water, and how might past practices inform our approaches?

Supporting Questions:

1. What was the role of the ocean in shaping Oceania's history, and how might it shape the region's future?
2. How did Aboriginal Australians and the Māori relate to the land and ocean through sustainability practices, the arts, and story?
3. How did geography shape Southeast Asian politics and culture?

Enduring Understandings:

1. EU 1. In early Oceania, the Pacific was a highway that allowed for the movement of people, languages, and cultural practices between distant islands. Long-distance voyaging and navigation were a remarkable accomplishment of ancient Pacific Islanders, based on Indigenous scientific knowledge.
2. EU 2. From very ancient times, Aboriginal Australians regarded all life and the very landscape – created during the Dreamtime – as sacred. They, like the Maori, stewarded their land and water resources with care and an eye to sustainability, telling stories & creating art to express their relationship to the land.
3. EU 3. The early states of mainland Southeast Asia thrived through agricultural surpluses, trade, or both. Sophisticated systems of hydraulic engineering made it possible for mainland states to manage water supplies during and after the monsoons. Island states thrived through control of key waterways for local & long-distance trade.
4. EU 4. As trans-oceanic trade increased, South Asian merchants, clergy, and adventurers brought to Southeast Asia fresh ideas about kingship and political power, new religious practices (Hinduism and Buddhism), languages and writing systems from the subcontinent, and other Indic cultural practices. Retaining their unique cultures, SE Asians adopted these selectively and with little friction.
5. EU 5. Climate change, ocean pollution and rising sea levels are massive threats to the diverse communities of Oceania and Southeast Asia today. The people of the region are active problem-solvers in the effort to preserve ocean environments & mitigate the effects of climate change.

Unit 4: Southeast Asia and Oceania

Pacing Calendar

Must Do Lessons

- Essential learning for summative assessment

Nice to Do Lessons

- Opportunities for expanded learning about the topic

Cluster 1: *The Pacific Islands and Ocean World, Past and Present*

****After Cluster 1, students should complete the Geography and Ocean/Pacific Islands section of the Review Sheet**

- **Lesson 1:** Google Earth Exploration: Traveling across Southeast Asia and Oceania
 - Consider having students investigate 2 places instead of 3 for time restraints
- **Lessons 5&6:** Colonial Pasts, Sustainable Futures for Pacific Islanders and their Homelands

- **Lesson 2:** Populating the Pacific: People and Movement in the Ancient Past
- **Lesson 3:** Wayfinding as Indigenous Knowledge

Cluster 2: *Aboriginal Australia and Māori New Zealand*

****After Cluster 1, students should complete the Aboriginal Australia & Maori New Zealand section of the Review Sheet**

- **Lesson 7:** The First People Arrive in Australia
- **Lesson 8:** Aboriginal Stewardship of the Land
- **Lesson 9:** How the First Peoples Told Stories through Art
- **Lesson 10:** The Māori of New Zealand

Cluster 3: *Mainland and Island Southeast Asia*

****After Cluster 1, students should complete the Southeast Asia section of the Review Sheet**

- **Lesson 11:** The Geography of Mainland and Island Southeast Asia
- **Lesson 12:** How Do We Know about Funan, Southeast Asia's First Great State?
- **Lesson 15:** The Hydraulic Empire of the Khmer
- **Lesson 16:** A Visit to Angkor Wat
- **Lesson 17:** The Khmer Rouge and the Cambodian Genocide
- **Lesson 18:** Cultural Survival and Unit Review

- **Lesson 13:** South Asian Influences on Southeast Asian Politics and Culture
- **Lesson 14:** Srivijaya: The Elements of a Flourishing State

Summative Assessment

- **Part I:** Vocab, Map Analysis, Give 2 Examples, Write a Paragraph response (1-2 days)
[Student Facing Directions]
- **Part II:** (prompt) **[Student Facing Directions]** This assessment is a research project called Saving the Oceans Of Oceania and Southeast Asia: A Policy For Social Change. As you have been studying Oceania and Southeast Asia, you have learned about the integral role of the ocean in the region's daily life. In this Summative project, you will draw on that context to inform your ideas about present-day ocean health, stewardship, and social responsibility and impact.
 - **Task 1: Defining the Problem-** Use your Student Problem Overview to explore three problems facing people in Oceania and Southeast Asia. As you explore each problem, take notes using the table below.
 - **Task 2: Mentor Text-** With your class, read the Summative Assessment Mentor Text for a look at an example of the final product.
 - **Task 3: Discuss the Problem-** As a group, read the World Bank article The Ocean is Our Mother, about the Kiribati community. The article states that the ocean's resources are under threat from climate change (rising sea levels), pollution (ocean plastics), and overfishing and shares some solutions.
 - **Task 4: Research the Problem-** Use your Student Research Set and any other sources to research your problem. Use at least four sources for your research, and complete the notes table below as you go.
 - **Task 5: Explain the Problem and Recommend a Solution-** In the space below, write a policy memo about the problem you researched. In government and non-governmental organizations, policy memos provide concise summaries of well-researched information. They are easy to read, clear, and provide recommendations for action. Your memo will have three main sections: Problem, Options, Recommended Action. (See the three headings below.)
 - In your write-up, you must use or include somewhere in your three sections:
 - factual evidence from at least four sources, properly paraphrased;
 - at least one direct quote from a source, properly cited;
 - at least two options (based on your research) that have been proposed for solving this problem;
 - your recommendation for a best solution, based on a stated criteria (such as fair, effective, or socially just)