

Grade 7, Unit 1

South and Central Asia

How does where you live influence how you live?

How do belief systems reflect and influence society?

How much influence do leaders have over the success of a society?

UNIT THROUGHLINES	LEARNING PROGRESSION
Enduring Understandings EU 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 diversity, and generated significant advancements in the arts and sciences. EU 2. Monsoons played a major role in shaping the development of the region, particularly the Indian subcontinent. EU 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. EU 4. The belief systems of Hinduism and Buddhism emerged in ancient South Asia and have had a profound effect on the region's history and current society. Hinduism and Buddhism evolved and continue to evolve along with the societies where they are practiced.	Geography of South and Central Asia 6 Lessons How do geography and climate influence the development of societies and the lives of people in South and Central Asia? - L 1. Draw on personal connections and prior knowledge of the ancient world to brainstorm and categorize the types of factors that influence societies. - L 2. Explain how monsoons, mountains, and rivers have affected the development of societies and the lives of people in South Asia. - L 3. Identify the challenges and benefits of Central Asian geographic features and explain how they have affected societies in the region. - L 4. Explain how the geography of South and Central Asia influences the development of societies and the lives of the people by using specific evidence gathered from print, visual, and video sources in a whole class discussion - L 5. Gather evidence about how human decisions affect the natural resource of water in South and Central Asia by analyzing images and reading texts in a gallery walk about the Ganges River and the Aral Sea. - L 6. Describe how human decisions affect the natural resource of water in South and Central Asia by providing specific examples from the Ganges River and the Aral Sea. Harappan Society 5 Lessons If you were a curator, which three artifacts would you choose to communicate what is most important about Harappan society? - L 7. Analyze archaeological evidence in order to make inferences about what is important to know about Harappan society. - L 8. Evaluate evidence for inclusion in a museum exhibit by drawing conclusions about how it reveals important information about Harappan society. - L 9. Select evidence from a Stations activity and write claims supported by evidence and reasoning about what is important to understand about Harappan society. - L 10. Argue and explain conclusions about what is most important to know about Harappan society. - L 11. Lesson 10 continued: Argue and explain conclusions about what is most important to know about Harappan society.

EU 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 problem continues in the modern world. Private citizens and government agencies are working to address these injustices.

EU 6. The technological advances of the Iron Age brought political, economic, and social changes to South and Central Asia, which were reflected in new ideas of kingship, expansion of trade routes, and the emergence of belief systems.

EU 7. Although leadership and statecraft were important in establishing stability and sustaining relationships with foreign powers, the labor and talents of common people were vital to the success of the ancient societies of Central and South Asia.

Practice Standards

PS 1. Demonstrate civic knowledge, skills, and dispositions

PS 3. Organize information from multiple primary and secondary sources

PS 6. Make and support claims

Literacy Standards

RI 2. Determine the central ideas or information of a source; provide an accurate summary

R 7. Integrate visual with other information

W 1. Support claims with reasoning and evidence

Post-Harappan Developments in South Asia | 10 Lessons

What are the origins and essential beliefs of the religious traditions that developed in ancient South Asia?

- L 12. Gather evidence from an informational text and primary source in order to describe the values and beliefs revealed in the Vedas and their relationship to the origins of Hinduism in ancient South Asia
- L 13. Analyze primary and secondary sources in order to identify and explain the concept of the divine in Hinduism.
- L 14. Apply information gathered from informational texts, Vedic passages and images to question prompts in order to explain the Hindu beliefs in karma, samsara and moksha.
- L 15. Explain the role of dharma in the practice of Hinduism and the role of varna in shaping ancient South Asian society using evidence from an informational text, a visual and a primary source.
- L 16. Describe the origins and essential beliefs of Buddhism using information gathered from a video and informational texts.
- L 17. Use information gathered from a slideshow, quotes and a video to explain the Buddhist concept of the Middle Way.
- L 18. Analyze informational texts in order to explain how the relationship between the monks and nuns and the householders organized the Buddhist community.
- L 19. Use Hindu concepts (dharma, karma, samsara, moksha) to argue why Arjuna decides to fight in the Bhagavad Gita.
- L 20. Read an informational text and watch a video in order to describe and explain the issue of caste discrimination in contemporary South Asia.
- L 21. Explain how inequality is being addressed in South Asia by using examples from the work of Bishnu Maya Pariyar to end caste discrimination in Nepal.

Kingship and Golden Ages in Ancient India and Central Asia| 10 Lessons

How did the Mauryan Empire use philosophical ideas and belief systems to guide its leadership?

- L 22. Analyze Kautilya's purpose, point of view and intended audience for the *Arthashastra* using evidence from an informational text about the rise of the Maurya Empire.
- L 23. Evaluate Kautilya's philosophy of government by analyzing and organizing quotes from the *Arthashastra*.
- L 24. Explain why Ashoka decided to stop the Mauryan policy of expansion by analyzing his inscription on the 13th Major Rock Edict.
- L 25. Evaluate Ashoka's philosophy of government by analyzing and organizing quotes from his rock edicts.
- L 26. Compare and contrast Mauryan leaders' philosophies of governance, and explain how their ideas influenced 21st century India.

Who created the Golden Ages of India and Central Asia?

- L 27. Inquiry: Apply the definition of a Golden Age to a series of stations in order to gather and analyze evidence of the achievements and advancements of the Gupta Empire.
- L 28. Inquiry: Apply the definition of a Golden Age to a series of stations in order to gather and analyze evidence of the achievements and advancements of the Gupta Empire.

SL 1. Engage effectively in a range of collaborative discussions

L 29. Inquiry: Describe and analyze the factors that created a Golden Age for the Gupta Empire by completing an interconnected thinking activity.

L 30. Explain conclusions about who and what created a Golden Age in Central Asia.

L 31. Organize information about the achievements of a Central Asian polymath into a visual (dramatic) tableau and explain the representation.

L32-34. Summative Assessment — see below

Summative Assessment | 3 Days

The summative assessment for 7.1 provides students with the opportunity to showcase the knowledge and skills they have developed throughout the unit. Students will build an interconnected web of 7 blocks that responds to one of three questions: (1) How much do leadership and government matter in society?, (2) Why and how do humans and geographic interactions shape society?, or (3) Why and how do people adopt and adapt ideas? They will identify and briefly explain 5 of the connections where the blocks touch each other on their web, and provide deeper insight and analysis for two of the connections. The assessment is open-note and students will build a Summative Assessment Review Sheet throughout the unit to reference as they build their webs.