

Grade 7 Unit 4

Southeast Asia and Oceania

How do cultures adapt when exposed to new ideas?

What are our ethical responsibilities for stewardship of the land and water, and how might past practices inform our approaches?

UNIT THROUGHLINES	LEARNING PROGRESSION
Enduring Understandings* 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. 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. 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. EU 4. As trans-oceanic trade increased, South Asian merchants, clergy, and adventurers brought to Southeast Asia	The Pacific Islands and Ocean World, Past and Present 6 Lessons What was the role of the ocean in shaping Oceania’s history, and how might it shape the region’s future? - L 1. Explain features of Oceania and Southeast Asia’s geography by researching and designing a travel itinerary. - L 2. Describe (on a timeline and verbally) the ancient migrations that populated the Pacific Islands, gathering information from a secondary source reading. - L 3. Describe Indigenous scientific knowledge and technological achievements of ancient Pacific Island peoples and explain in a mini-poster how one technology helped in the practice of wayfinding. - L 4. Through multimedia evidence, analyze Pacific Islands’ cultural practices related to governance, expression and identity, and management of natural resources, and their continuities from past to present. - L5/6. Analyze social problems related to sustainability in Oceania and Massachusetts and advance a solution informed by sources. Aboriginal Australia and Māori New Zealand 4 Lessons How did people relate to the land through sustainability practices, the arts, and story? - L 7. Organize information from multiple sources to express how people first arrived in Australia, according to Aboriginal beliefs and archaeological evidence. - L 8. Explain the agricultural and environmental stewardship practices of Australia’s Aboriginal farmers. - L 9. Use Visual Thinking Strategies to observe and interpret Australian rock art and storytelling devices. - L 10. Examine primary and secondary sources to write arguments about Māori environmental stewardship, arts and stories. Mainland and Island Southeast Asia 8 Lessons How did geography shape ancient Southeast Asian politics and culture? - L 11. Research major physical and political features of mainland and island Southeast Asia and organize findings on a reference map.

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.

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.

*See Unit Overview for complete texts.

Practice Standards

- 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.

Literacy Standards

- RI 1. Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate.
- RI 7. Integrate visual information (e.g., charts, artifacts, photographs, videos, and maps) with other information in print and digital texts.
- W1. Write arguments focused on discipline-specific content.
- W8. When conducting research, gather relevant information from multiple print & digital sources, using search terms; assess the credibility & accuracy of each source; and quote or paraphrase others' data & conclusions.

- L 12. Use archaeological findings and primary sources to make inferences about ancient Funan while considering the perspectives or limitations of these sources.
- L 13. Analyze sources and develop focused questions to determine how and why Southeast Asian cultures embraced South Asian ideas.
- L 14. Evaluate the different elements that contributed to the rise and greatness of the kingdom of Srivijaya.
- L 15. Argue how geography, specifically the need to manage water, shaped the rise and fall of the Khmer Empire and its cultural achievements.
- L 16. Using primary sources and a virtual tour, conduct an inquiry into how the people of Angkor lived sustainably using the land and water resources of their environment.
- L 17. Explain, summarize and discuss the rise and genocidal rule of the Khmer Rouge in 1970s Cambodia.
- L 18. Explain how ancient Khmer cultural practices are kept alive in the present and connect these practices to the geography and ideas that shaped them.

Summative Assessment | 5 Days (Lessons 19-23)

Part I (Lesson 19): Complete an assessment of knowledge of Southeast Asia and Oceania's history and geography.

Part II (Lessons 20-23): Saving the Oceans of Oceania and Southeast Asia: A Policy for Social Change: Over four class periods, complete a social science research project on a current water-related challenge facing the peoples of Oceania and Southeast Asia. After selecting from three possible topics — rising sea levels, plastics in oceans, or overfishing — describe and analyze the problem, conduct research from various sources on options to address it, and argue for the best solution (based on certain criteria) by writing a policy memo (Practice Standards 2, 6 and 7). In the process, demonstrate knowledge of research skills such as note taking, quoting and paraphrasing, and citing sources.