

## 6<sup>th</sup> Grade World Cultures Curriculum Bundle #7

Title	Suggested Dates
Southeast Asia: Crossroads of Asia (A Summary) / Australia, New Zealand, and Oceania (Cont. in Bundle #8)	January 5 – 29, 2010 (18 days)



Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> <li>• Cultures borrow ideas and items from each other and then use those ideas in similar and different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• How do ideas spread?</li> <li>• What cultural features has Southeast Asia borrowed from East Asia, especially China, South Asia, especially India, and Europe.</li> <li>• How have the people of Southeast Asia created their own unique identity?</li> </ul>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
<b>Southeast Asia: Crossroads of Asia (A Summary)</b>		
<p><b>6.2 History. The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies. The student is expected to:</b></p> <p>6.2A explain the significance of individuals or groups from selected societies, past and present; and</p>	<ul style="list-style-type: none"> <li>• <b>Ho Chi Mihn – Communism in Vietnam</b></li> </ul> <p><b>TEACHER NOTE: Compare to Mao Zedong in China. If you would like, you could also study Pol Pot in Cambodia.</b></p>	
<p><b>6.2 History. The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies. The student is expected to:</b></p> <p>6.2B describe the influence of individual and group achievement on selected historical or contemporary societies.</p>	<p><b>Describe how the Communist movement in China spread to Vietnam and Laos and resulting effects on society of Vietnam War</b></p>	
<p><b>6.3 Geography. The student uses maps, globes, graphs, charts, models, and databases to answer geographic questions. The student is expected to:</b></p>	<p><b>Countries</b></p> <ul style="list-style-type: none"> <li>• <b>Vietnam</b></li> <li>• <b>Cambodia</b></li> </ul>	

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<p>6.3A create thematic maps, graphs, charts, models, and databases depicting various aspects of world regions and countries such as population, disease, and economic activities;</p>	<ul style="list-style-type: none"> <li>• Thailand</li> <li>• Laos</li> <li>• Myanmar</li> <li>• Indonesia</li> <li>• Malaysia</li> <li>• Philippines</li> </ul> <p><b>Cities</b></p> <ul style="list-style-type: none"> <li>• Jakarta</li> <li>• Singapore</li> </ul> <p><b>Bodies of Water</b></p> <ul style="list-style-type: none"> <li>• Mekong River</li> <li>• Sundra Strait</li> <li>• Pacific Ocean</li> <li>• Indian Ocean</li> </ul> <p><b>Characteristics</b></p> <ul style="list-style-type: none"> <li>• Religion</li> </ul> <p>TEACHER NOTE: Help students investigate the physical map – how do landforms in SE Asia encourage/discourage movement?</p>	
<p><b>6.16 Culture. The student understands that certain institutions are basic to all societies, but characteristics of these institutions may vary from one society to another. The student is expected to:</b></p> <p>6.16A identify institutions basic to all societies, including government, economic, educational, and religious institutions; and</p>	<ul style="list-style-type: none"> <li>• Geography</li> <li>• Government</li> <li>• Education</li> <li>• Economics</li> <li>• Religion</li> <li>• Language (oral and written)</li> <li>• Arts</li> <li>• Architecture and shelter—Angkor Wat</li> <li>• Clothing</li> <li>• Food</li> <li>• Tools and technology</li> </ul> <p>TEACHER NOTE: Remember to compare SE Asia to East, South, SW Asia as a summary.</p>	
<p><b>6.15 Culture. The student understands the similarities and differences within and among cultures in different societies. The student is expected to:</b></p> <p>6.15B describe some traits that define cultures;</p>	<p>Define the traits of this area using the following cultural features:</p> <ul style="list-style-type: none"> <li>• Geography</li> <li>• Government -</li> <li>• Education</li> <li>• Economics</li> <li>• Religion</li> <li>• Language (oral and written)</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Arts</li> <li>• Architecture and shelter</li> <li>• Clothing</li> <li>• Food</li> <li>• Tools and technology</li> </ul> <p>TEACHER NOTE: Remember to compare SE Asia to East, South, SW Asia as a summary.</p>																							
<p><b>6.17 Culture. The student understands relationships that exist among world cultures. The student is expected to:</b></p> <p>6.17D explain why cultures borrow from each other;</p>	<p>Question: What are reasons cultures borrow from each other?</p> <ul style="list-style-type: none"> <li>• Efficiency (need a better way)</li> <li>• Necessity (lack of things)</li> <li>• Profit</li> <li>• Geographic location</li> </ul> <p>TEACHER NOTE: Remember to compare SE Asia to East, South, SW Asia as a summary.</p>																							
<p><b>6.17 Culture. The student understands relationships that exist among world cultures. The student is expected to:</b></p> <p>6.17E evaluate how cultural borrowing affects world cultures; and</p>	<p>Question is “How has human migration/cultural borrowing affected the area, especially initially from India and China and later from Europe?”</p> <p>Key examples of the cultural features listed in 6.16A</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: center;">Cultural Feature</th> <th style="text-align: center;">Concept used in SE Asia</th> <th style="text-align: center;">Origin of Concept</th> </tr> </thead> <tbody> <tr> <td rowspan="2" style="text-align: center; vertical-align: middle;">Government</td> <td style="text-align: center;">Dictatorship</td> <td style="text-align: center;">China</td> </tr> <tr> <td style="text-align: center;">Monarchy</td> <td style="text-align: center;">India</td> </tr> <tr> <td rowspan="3" style="text-align: center; vertical-align: middle;">Economics</td> <td style="text-align: center;">Communism (command)</td> <td style="text-align: center;">China</td> </tr> <tr> <td style="text-align: center;">subsistence farming (traditional)</td> <td style="text-align: center;">China &amp; India</td> </tr> <tr> <td style="text-align: center;">colonization</td> <td style="text-align: center;">Europe</td> </tr> <tr> <td rowspan="3" style="text-align: center; vertical-align: middle;">Religion</td> <td style="text-align: center;">Buddhism</td> <td style="text-align: center;">Mainly Chinese influence even though Indian origination</td> </tr> <tr> <td style="text-align: center;">Islam (Indonesia)</td> <td style="text-align: center;">SW Asia</td> </tr> <tr> <td style="text-align: center;">Missionaries -</td> <td style="text-align: center;">Europe</td> </tr> </tbody> </table>	Cultural Feature	Concept used in SE Asia	Origin of Concept	Government	Dictatorship	China	Monarchy	India	Economics	Communism (command)	China	subsistence farming (traditional)	China & India	colonization	Europe	Religion	Buddhism	Mainly Chinese influence even though Indian origination	Islam (Indonesia)	SW Asia	Missionaries -	Europe	
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		Spread of Christianity		
	Language	Chinese (in early Vietnam)	China	
		French, Dutch, English, Portuguese, Spanish	Europe	
	Food	Rice	China	
		Spices	India	

**Australia, New Zealand, and Oceania (Cont. in Bundle #8)**

<p><b>6.1 History. The student understands that historical events influence contemporary events. The student is expected to:</b></p> <p>6.1A describe characteristics of selected contemporary societies such as Bosnia and Northern Ireland that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade; and</p>		
<p><b>6.3 Geography. The student uses maps, globes, graphs, charts, models, and databases to answer geographic questions. The student is expected to:</b></p> <p>6.3A create thematic maps, graphs, charts, models, and databases depicting various aspects of world regions and countries such as population, disease, and economic activities;</p>		
<p><b>6.4 Geography. The student understands the characteristics and relative locations of major historical and contemporary societies. The student is expected to:</b></p> <p>6.4D identify and explain the geographic factors responsible for the location of economic activities</p>		

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in places and regions.		
<b>6.17 Culture. The student understands relationships that exist among world cultures. The student is expected to:</b>  6.17D explain why cultures borrow from each other		
<b>6.18 Culture. The student understands the relationship that exists between artistic, creative, and literary expressions and the societies that produce them. The student is expected to:</b>  6.18B relate ways in which contemporary expressions of culture have been influenced by the past;		