



TITLE

DISCOVERING THE WORLD OF THE ANCIENT CHAMPA

GRADE LEVEL: MIDDLE SCHOOL (6TH GRADE)

DISCIPLINE: History

TOPIC: The historical development of the Ancient Champa Kingdom, particularly considering politics, economics, and culture.

STANDARDS: Common Core: Common Core: CCSS.ELA-LITERACY.RH.6-8.2 | CCSS.ELA-LITERACY.RH.6-8.4, CCSS.ELA-LITERACY.RH.6-8.5 | CCSS.ELA-LITERACY.RH.6-8.9 | CCSS.ELA-LITERACY.RI.6.1, CCSS.ELA-LITERACY.RI.6.2 | CCSS.ELA-LITERACY.RI.6.3, CCSS.ELA-LITERACY.RI.6.7 | NCSS: Culture - standards A, C Time, Continuity, and Change - standards B, C, D People, Places, and Environments - I

OBJECTIVES:

- Understand the political history of the Champa kingdom, and know basic information about the geography, economics, culture, and importance of the kingdom.
- Compare and contrast the Champa kingdom to at least one other ancient kingdom of the time period including the Roman Empire, Ancient Egypt, Ancient Greece, Mesopotamia, India, China etc.
- Effectively analyze primary and secondary sources related to the Champa kingdom, summarizing their claims and using them to construct their own arguments.

ESSENTIAL QUESTIONS:

- What was the Champa Kingdom? What did its geography, history, culture, and economic world look like?
- Why don't we learn about the Champa Kingdom?
- What is the importance of the Champa Kingdom?
- How is the Champa Kingdom different and similar to other ancient civilizations?

MATERIALS NEEDED:

- Printouts of Champa Ancient Civilizations Reader
- Print-Outs of Digging through the past worksheet
- Print-outs of Compare and Contrast Ancient Civilizations Organizer (optional)
- Whiteboard/ chalkboard
- Whiteboard markers/chalk

KIT INCLUDES:

- [Background Reading for Educator](#)
- [Glossary of Terms](#)
- [Comparing and Contrasting Ancient Civilizations Organizer](#)
- [Digging into the Past Worksheet](#)
- [Ancient South East Asian Civilizations Reader](#)
- [Homework readings](#)
- [-Khmer Rouge Genocide and the Cham](#)
- [-Minority Rights Cham](#)

CLASSROOM HOURS NEEDED:

1 hour, 45 minutes

FINAL ASSESSMENT TYPE:

Mini-Essay

CREDIT AUTHOR AND CONTACT: **ARIANA KRETZ**
AKRETZ@DIVERSIFYOURNARRATIVE.COM

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ANSWERS FOR DIGGING INTO THE PAST WORKSHEET:

- a) Image 1: Ovid Jars, used for storage
- b) Image 2: My Son sanctuary, demonstrates Indian/Hindu influences on Champa religion and architecture, built at capital of the Champa Kingdom
- c) Image 3: Bronze crossbow bolt heads, suggesting warfare/hunting activity
- d) Image 4: Statue of a celestial being, her crown suggests that she's a goddess. She is holding a small offering in her hand. Likely would have been a part of the decoration at a Champa temple
- e) Image 5: Han clay sealing that reads, "Seal of the Envoy of the Yellow God," suggests Chinese influences

INTRODUCTION GAME: ANCIENT CIVILIZATIONS OVERVIEW (10 MINUTES)

To remind students about the history of other ancient kingdoms already taught in class, engage students in the Ancient Civilization Review Game. This game assumes you have taught students about at least one other ancient civilization, and ideally two to three have already been taught.

Split students into teams of five to seven. Assign each team an ancient civilization
(it is okay if multiple teams have the same civilization)

On your white board, write the names of the teams, and underneath each team name, write Geography, Culture, Politics, Economics, leaving space for students to write things underneath.

Explain to your students that they will be responsible for writing down everything they can remember about their ancient civilization that relates to the categories listed on the board. They will have to take turns going up to the board and writing a phrase that relates to that category. For example, if a team had Egypt, they might write under politics, "Pharaohs." However, only one student from each team can go to the board at a time, and there will be a time limit of three minutes. During that time, each person from the team has to write something on the board. So, students will be expected to tag teams as quickly as possible to write down as many answers as possible. Students can discuss/strategize together, in their respective teams, about what to write down while they are waiting for their turn. The group with the most correct answers wins!

Give students one minute to discuss and strategize, and then start the timer and allow them to play the game.

Once three minutes have passed, tally up the correct answers from each team and declare a winner.

INTRODUCTION GAME CONT.

After the game is finished, ask students from each team to present a summary of what they wrote on the board and why. One student should present for each category.

After the presentations, ask students to fill out the following [Venn Diagram](#) picking two civilizations to compare and contrast. **Then ask them the following discussion questions.**

- Do you notice any similarities or differences between the different civilizations in the realm of politics? Culture? Economics?
- Was there anything you realized you didn't know about an ancient civilization? If so, what is it, and let's review!

**LESSON
ACTIVITY:**
**DIGGING INTO
THE PAST
(20-25 MINUTES)**

For this activity, students will be analyzing archeological primary sources, all from the same place, a civilization they haven't learned about yet. Explain what a primary source is as well, and how it's different from a secondary source. Do not provide them any further context, allow them to see what they can learn about a civilization with just these sources.

Either print out these five photographs for students to reference, or project the images onto your screen. Show students the photographs. **Go through each photograph, and have students at first silently answering the prompt on the Digging Through the Past worksheet. Give about one minute for each photograph.** (5 minutes)

Once students have initially gone through the photographs, ask them to take out a sheet of paper and journal on the following questions: (8 minutes)

- Why are these artifacts examples of primary sources?
- What did you notice about the artifacts?
- Were there any similarities or differences between them?
- How do you think the artifacts were used in this ancient society?

Bring students back to a large group discussion. Ask them to answer the following guiding questions: (10-15 minutes)

- What were the main points your group brought up that you want to share?
- Based on the artifacts, where do you think the civilization was?
Tell me specifically what about the artifact makes you think that (citing your evidence).
- Based on the artifacts, what do you think the civilization's culture was like?
Tell me specifically what about the artifact makes you think that (citing your evidence).
- Based on the artifacts, what do you think the civilization's economics industry was like?
What might they have traded, bought, valued, etc.? Tell me specifically what about the artifact makes you think that (citing your evidence).
- What were some difficulties you had with these sources? What can't you learn about civilization from these sources?
- If you could have another source/information about the civilization, what would that be? How would that help give you a fuller picture of civilization?

Once the discussion is complete, reveal that the civilization is the Champa Kingdom, who come from South East Asia.

OPTIONAL DAY 1 BREAK

This can be the end of day one, or you can continue the lesson plan on the same day. If this is the end of Day One, then assign the following reading for homework, asking students to skim it, but you will also be reviewing it as a class on Day 2.

**SYNTHESIZE:
READING AND
DIGGING
THROUGH
THE PAST
(5 MINUTES)**

Have students revisit the photos from the Digging Through the Past activity. Ask them to reconsider each of the images, and discuss the following in small groups:

- Now that you know more about the Champa, do your guesses about each image change? How?

After students are done discussing, reveal the answers to what each image was and explain their importance (answers at top of lesson plan).

SOCRATIC SEMINAR: READING DEBRIEF (30-35 MINUTES)

- For assistance in structuring your socratic seminar, see these resources:

[Facing History and Ourselves, Socratic Seminar](#)
[Difficult Conversations Webinar, Norm Building](#)

- Have students move their desks into a circular formation so everyone can see each other. Ask students the following questions as a large class group. You can give students 30 seconds to one minute to think about and write down some answers after each question is stated. There are a significant number of questions here, all of which are meant to get at standards listed above (and they are chunked in sections according to the standards they meet). Feel free to tailor the questions you ask for your students and their needs, and what standards you especially want to meet.

What were the main ideas of each of the following sections? Cite specific points in the text to support your summary:

- Geography -Culture
- Historical Overview -Economics

- Were there words in the text you didn't know before? Based on the context clues in the text, what do you think the words mean? - *Or, if students do not have an answer to this question, ask them the definition of one or more of the bolded blue words.*
- Is this a primary or secondary source?
- How does this secondary source compare to the primary sources we analyzed before? Cite specific evidence.
 - How are they similar, how are they different?*
 - What information does each provide?*
 - What are the benefits and drawbacks of each source?*

At this point, provide students a 3 minute stretch break before returning.

- Who was King Dharma-maharaja Sri Bhadarvarman? What did the text say about him?
- Why was he important? How did Champa civilization change over time?

At this point, ask students to take out a sheet of paper and draw a Venn Diagram. Ask them to select one ancient civilization they learned about before the Cham, and write its name on the left. Then on the right, they should write The Champa Kingdom. Give them five minutes on their own asking them to compare and contrast the two kingdoms. Then, they will share their answers. Guiding questions below.

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SOCRATIC SEMINAR: READING DEBRIEF (30-35 MINUTES)

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- What other ancient civilization did you compare to? What were similarities between them and the Cham?
- What were the differences between them and the Champa?
- Did learning about the Champa help you understand the other civilizations we learned about in a new way?
- The text spoke a lot about China and India in particular. What was the Champa's relationship with the Chinese and Indian empires? How were these relationships similar? How were they different? How did learning about the Champa Kingdom help you understand the Chinese and Indian empires better?

Concluding Questions, highly suggested:

- Why don't you think people usually learn about the Champa Kingdom? What negative impacts does this have?
- Why do you think we learn more about Egypt, Greece, and Rome? What impacts does that have?
- Why is learning about the Champa civilization important, in your own words?

Suggested debrief for this question, if students don't get to it on their own:

"The Champa Civilization is an important part of history because it is connected to the history of many other ancient civilizations of this time period, like the Chinese, Indian, Khmer, and more. Also, they were a long reigning empire, their rule went all the way up to 1471. This means their impact still influences Vietnam today. Overall, we don't always learn about South East Asian civilizations because they aren't considered important, but after learning about the Cham, we can see how that is wrong and harmful."

TAKE HOME ASSIGNMENT

To assess students' knowledge, ask them to read the following sources about the modern Cham people. Then, ask them to write two paragraphs on one of the following prompts:

- How do you see the modern day lives of the Cham influenced by the history we learned about?
- After learning more about the modern day lives of the Cham, do you have any new ideas about why it is important to learn about the Ancient Champa Kingdom?

Readings:

<https://minorityrights.org/minorities/cham/>

<https://www.springofhopeschool.org/khmerrouge>