


## 6<sup>th</sup> Grade World Cultures Curriculum Bundle #5

<b>Title</b>		<b>Suggested Dates</b>
South Asia		November 16 – December 4, 2009 (12 days)

<b>Big Idea/Enduring Understanding</b>	<b>Guiding Questions</b>
<ul style="list-style-type: none"> <li>• Physical, geographic processes greatly affect how and where people live.</li> <li>• Religious beliefs and customs influence a culture in many ways.</li> <li>• Just one person can bring about enormous change.</li> <li>• Events that happened in the past can continue to influence how we live today.</li> </ul>	<ul style="list-style-type: none"> <li>• Which person in South Asian history brought about the most change?</li> <li>• How do physical processes such as mountains and earthquakes affect where and how people live?</li> <li>• How does the history of colonialism still affect South Asia today?</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.

<b>Knowledge &amp; Skills with Student Expectations</b>	<b>Specificity &amp; Examples</b>	<b>Suggested Resources</b> (Read the note above)
<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>• Mohandas Gandhi – Non-violent independence of India</li> <li>• Siddhartha Gautama – Founder of Buddhism</li> <li>• Hindus – Impact on political and traditional events</li> <li>• Buddhists - Impact on political and traditional events</li> </ul>	<p><a href="#">The Incredible Geography of Ibn Battuta</a> from Geo in the News (Maps101.com)</p> <p><a href="#">Asian Imperialism to 1910</a> from Maps101.com</p> <p><a href="#">Ashoka the Great</a> information from Wikipedia for teachers</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>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>Students should create a map with the following labeled:</p> <p><b>Countries:</b></p> <ul style="list-style-type: none"> <li>• India</li> <li>• Pakistan</li> <li>• Nepal</li> <li>• Bhutan</li> <li>• Bangladesh</li> </ul>	<p><a href="#">Cultural Regions of the World</a> from Maps101.com</p> <p><a href="#">More and Less Developed Regions</a> of the World from Maps101.com</p> <p><a href="#">The Physical Geography of India</a> Lesson Plan from Maps101.com</p> <p><a href="#">Physical Map of India</a> from Maps101.com</p>

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	<ul style="list-style-type: none"> <li>• Sri Lanka</li> </ul> <p><b>Bodies of Water:</b></p> <ul style="list-style-type: none"> <li>• Indus River</li> <li>• Ganges River</li> <li>• Bay of Bengal</li> <li>• Arabian Sea</li> <li>• Indian Ocean</li> </ul> <p><b>Landforms:</b></p> <ul style="list-style-type: none"> <li>• Himalayan Mountains</li> <li>• Deccan Plateau</li> <li>• Thar Desert</li> </ul> <p><b>Characteristics:</b></p> <ul style="list-style-type: none"> <li>• Religion (Buddhism, Hinduism, Islam)</li> <li>• Population density</li> <li>• European imperialism (Note: There's only one imperial power in the region, so you might not want them to color the entire map red or whatever.)</li> <li>• Optional: Black pepper (see Resources column)</li> </ul> <p>TEACHER NOTE: You could have students start asking questions about how the landforms and bodies of water influence where people live, why the British wanted to colonize India, and how peacefully the colonies coexist. This integrates well with 6.4B.</p>	<p><a href="#">Political Map of India</a> from Maps101.com</p> <p><a href="#">Outline Maps of South Asian</a> countries from Maps101.com</p> <p><a href="#">Asian Imperialism to 1910</a> from Maps101.com</p> <p><a href="#">Black Pepper from Malabar</a> from Geo in the News (Maps101.com)</p> <p><a href="#">India from CIA Factbook</a></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>6.4B identify and explain the geographic factors responsible for patterns of population in places and regions;</p>	<p>TEACHER NOTE: Build off the TEKS 6.4A above and have students question, investigate, and explain how the following factors play a role in where people live in South Asia:</p> <ul style="list-style-type: none"> <li>• Natural resources including water</li> <li>• Landforms</li> <li>• Climate</li> <li>• Potential for natural disasters</li> </ul> <p>G/T extension: Have students research aspects of human geography on population patterns including political conflict and existing infrastructure in South Asian countries.</p>	<p><a href="#">Deep in India's Northeast</a> from Geo in the News (2004) from Maps101.com</p> <p><a href="#">World Population Density</a> from Maps101.com</p>
<p><b>6.6 Geography. The student understands the impact of physical processes on patterns in the environment. The student is expected to:</b></p> <p>6.6A describe and explain how physical processes</p>	<p>How the physical process of monsoons results in physical patterns on Earth</p> <p>How has the process of plate tectonics led to the creation of:</p>	<p><a href="#">Earth's Tectonic Plates</a> from Maps101.com</p> <p><a href="#">Ring of Fire</a> from Maps101.com MOVE TO SOUTHEAST ASIA</p>

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<p>such as erosion, ocean circulation, and earthquakes have resulted in physical patterns on Earth's surface;</p>	<ul style="list-style-type: none"> <li>• <b>Himalayas</b></li> <li>• <b>earthquakes</b></li> </ul>	<p><a href="#">Devastating Tsunami!</a> article and illustration from Geo in the News (Maps101.com) <b>MOVE TO SOUTHEAST ASIA</b></p> <p><a href="#">Disaster Visits Afghanistan Again</a> article and map from Geo in the News (Maps101.com)</p>
<p><b>6.6 Geography. The student understands the impact of physical processes on patterns in the environment. The student is expected to:</b></p> <p>6.6C analyze the effects of physical processes and the physical environment on humans.</p>	<p>How do the following affect people? In what ways to people adapt to or modify their environment in order to survive?</p> <ul style="list-style-type: none"> <li>• <b>Himalayas</b></li> <li>• <b>earthquakes</b></li> </ul>	<p><a href="#">Hurricane Menace, 2005</a> from Geo in the News (Maps101.com)</p> <p><a href="#">Bangladesh's Recent Disaster</a> (2007) from Geo in the News (Maps101.com)</p> <p><a href="#">Short articles on natural disasters</a> in South Asia from Maps101.com</p>
<p><b>6.13 Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:</b></p> <p>6.13C compare the role of citizens in the United States with the role of citizens from selected democratic and nondemocratic contemporary societies.</p>	<p><b>Role of citizens—How can each of the following countries improve in order to ensure equitable possibilities for all of its citizens?</b></p> <p>United States—No class system and expansion of democracy over time (more and more people have been given the right to vote). Role of citizens includes voting, serving in the military, volunteering, serving as government officials, jury duty. People can improve their circumstances through their own effort and choice in the U.S. Not limited by a class system.</p> <p>India—Caste system but given some more rights over time</p>	

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<p><b>6.17 Culture. The student understands relationships that exist among world cultures. The student is expected to:</b></p> <p>6.17F evaluate the consequences of improved communication among cultures.</p>	<p>Himalayas physically separated India from the rest of the world. Improved communication throughout the centuries has led to enormous changes in India.</p> <p>Compare and contrast:</p> <p>How did improved communication result in imperialism in the past?</p> <p>How has improved communication brought about the possibility of outsourcing business processes, including customer service, in India?</p> <p>TEACHER NOTE: Some discussion or writing questions could include:</p> <ul style="list-style-type: none"> <li>• How has improved communication changed cultures in India and elsewhere?</li> <li>• How did European and Indian cultures influence each other during colonization and imperialism?</li> <li>• How do American and Indian cultures influence each other today through outsourced business processes?</li> <li>• What do you predict for the future?</li> </ul>	<p><b>Change Over Time:</b></p> <p>What happened when Europe first came into contact with India?</p> <ul style="list-style-type: none"> <li>• <a href="#">Europe Discovers the Riches of India</a> Lesson Plan from Maps101.com</li> </ul> <p>How has advanced communication led to new and successful businesses in India?</p> <ul style="list-style-type: none"> <li>• <a href="#">Business Process Outsourcing in India</a> from Wikipedia (information for teachers)</li> <li>• <a href="#">Out of India</a> article from 60 Minutes on CBS</li> <li>• <a href="#">India's Technical Marvel: Bangalore</a> from Geo in the News (Maps101.com)</li> </ul>																
<p><b>6.19 Culture. The student understands the relationships among religion, philosophy, and culture. The student is expected to:</b></p> <p>6.19A explain the relationship among religious ideas, philosophical ideas, and cultures; and</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">Religion</th> <th style="padding: 5px;">Religious Ideas</th> <th style="padding: 5px;">Philosophical Ideas</th> <th style="padding: 5px;">Cultures</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Hinduism</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Buddhism</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Muslim</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Religion	Religious Ideas	Philosophical Ideas	Cultures	Hinduism				Buddhism				Muslim				<p><a href="#">The Spread of Hinduism and Buddhism</a> Lesson Plan from Maps101.com</p> <p><a href="#">The Role of Islam in Muslim Countries</a> Lesson Plan from Maps101.com</p> <p><a href="#">India's Religious Quarrels</a> from Geo in the News (Maps101.com)</p>
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<p><b>6.19 Culture. The student understands the relationships among religion, philosophy, and culture. The student is expected to:</b></p> <p>6.19B explain the significance of religious holidays and observances such as Christmas and Easter, Ramadan, and Yom Kippur and Rosh Hashanah in selected contemporary societies.</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">Religious Holiday</th> <th style="padding: 5px;">Religion</th> <th style="padding: 5px;">Significance</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Diwali</td> <td style="padding: 5px;">Hindu</td> <td style="padding: 5px;">Harvest festival</td> </tr> </tbody> </table>	Religious Holiday	Religion	Significance	Diwali	Hindu	Harvest festival											
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<p><b>6.20 Science, technology, and society. The student understands the relationships among science and technology and political, economic, and social issues and events. The student is expected to:</b></p> <p>6.20C make predictions about future social, economic, and environmental consequences that may result from future scientific discoveries and technological innovations.</p>	<p style="color: red;">Ways to expand food resources to provide for growing population</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 33%; color: red;">Consequences</th> <th style="width: 33%; color: red;">Discoveries and Innovations</th> <th style="width: 33%; color: red;">Predictions</th> </tr> </thead> <tbody> <tr> <td style="color: red;">Social</td> <td>Immunization against pandemic flu viruses</td> <td>Who will get the vaccines and will be allowed in certain countries</td> </tr> <tr> <td style="color: red;">Environmental</td> <td>Large scale conversion of salt water to fresh water</td> <td>Ability to grow more food for increasing world population</td> </tr> <tr> <td style="color: red;">Economic</td> <td>Alternative Fuel Sources</td> <td>The effects on the oil industry</td> </tr> <tr> <td style="color: red;">Political</td> <td>Ability to disarm opponent's nuclear weapons from a remote distance</td> <td>Lessens threat from newly nuclear nations</td> </tr> <tr> <td style="color: red;">Medical</td> <td></td> <td></td> </tr> </tbody> </table>	Consequences	Discoveries and Innovations	Predictions	Social	Immunization against pandemic flu viruses	Who will get the vaccines and will be allowed in certain countries	Environmental	Large scale conversion of salt water to fresh water	Ability to grow more food for increasing world population	Economic	Alternative Fuel Sources	The effects on the oil industry	Political	Ability to disarm opponent's nuclear weapons from a remote distance	Lessens threat from newly nuclear nations	Medical			<p><a href="#">Black Pepper from Malabar</a> from Geo in the News (Maps101.com)</p> <p><a href="#">India's Technical Marvel: Bangalore</a> from Geo in the News (Maps101.com)</p> <p><a href="#">The Nuclear Club</a> (2005) from Geo in the News (Maps101.com)</p>
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