

World Geography Curriculum Bundle #9

Title		Suggested Dates
South Asia		February 22 – March 12, 2010 (15 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> • South Asia is shaped by its rapidly expanding population, proximity to natural hazards, religious traditions, and colonial legacy. 	<ul style="list-style-type: none"> • How do physical processes affect the environment and people of South Asia? • How can population pyramids help us understand past, present, and future population characteristics and trends? • How do levels of economic development vary across South Asia? • What is the relationship between the U.S. and India? • How do economic opportunities for women compare around the world? • How do the major religions of South Asia influence countries' culture, economy, and politics?

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)
<p>WG.3 Geography. Such as student understands how physical processes shape patterns in the physical environment lithosphere, atmosphere, hydrosphere, and biosphere, including how Earth-Sun relationships affect physical processes and patterns on Earth's surface. The student is expected to:</p> <p>WG.3B describe physical environment of regions and the physical processes that affect these regions such as weather, tectonic forces, wave action, freezing and thawing, gravity, and soil-building processes.</p>	<p>TEACHER NOTE: Concepts such as weathering, tectonic forces, wave action, freezing and thawing have been studied in depth in Intro to Geography. In South Asia, more discussion of tectonic forces and weather conditions (monsoon winds) should be addressed.</p> <p>SOUTH ASIA</p> <p>Tectonic forces and plate movement created the Himalayas when the India and Asian plates moved together creating uplift (Convergent boundary).</p> <p>Extreme weather conditions are found in the Himalayas dependant upon elevation. Freezing and thawing in some areas lead to rock weathering and avalanches (gravity).</p> <p>Along the fertile alluvial plains, the soil building process occurs. These fertile alluvial plains have been created by the flooding of the regions major river system of the Ganges, Indus, and Brahmaputra. Erosion of soil along these river</p>	<p>Textbook page 551 (Formation of the Himalayas)</p> <p>National Geographic Everest Expedition (article, video, pictures and map)</p> <p>United Streaming Video Clips</p> <ul style="list-style-type: none"> • Mount Everest 4:48 • Sir Edmund Hillary 2:35 <p>Textbook pages 552-553 (Rivers, Deltas and Plains)</p>

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<p>WG.7 Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:</p> <p>WG.7A construct and analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future growth trends;</p>	<p>systems due to wave actions have also occurred redirecting the rivers themselves.</p> <p>TEACHER NOTE: Population pyramids have been introduced in Intro to Geography. In South Asia focus needs to be on population growth and age distribution in India compared to other countries in the region and around the world. Be sure to make predictions and analyze trends.</p> <p>Countries to look at:</p> <p>Countries to compare to India;</p> <ul style="list-style-type: none"> • United States • China • Somalia • Brazil • Germany • Japan <p>□ Analyze population pyramids and other data, graphs, and maps from selected countries to understand and predict the needs of a population and its future growth trends. Compare pyramids showing rapid growth, slow growth, and declining populations.</p>	<p>Textbook page 596 (Reading a Population Pyramid)</p> <p>International Database (Population Pyramids for each country)</p>
<p>WG.8 Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:</p> <p>WG.8C describe the impact of and analyze the reaction of the environment to abnormal and/or hazardous environmental conditions at different scales such as El Niño, floods, droughts, and hurricanes; and</p>	<p>SOUTH ASIA</p> <p>TEACHER NOTE: Specific to South Asia would be discussion of monsoon winds and cyclones and how they create wet and dry seasons on the subcontinent. In addition are the effects of flooding due to global warming.</p> <p>Students should understand:</p> <ul style="list-style-type: none"> • Monsoon winds (seasonal winds) blow from the northeast from Oct. through Feb. bringing dry air. From June through Sept. the winds blow from the southwest bringing much moisture. (see illustration on page 598) • Cyclones also affect the region due to the flooding that occurs in low-lying areas like Bangladesh. 	<p>Textbook pages 597-598- showing winter and summer monsoons and farming calendar</p> <p>Textbook pages 578-579- Disasters (cyclones)</p>

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	<ul style="list-style-type: none"> Global Warming over extended time would result in the melting of the polar ice caps. Even slight melting would result in rising sea levels, which would prove disastrous for the lower islands such as the Maldives. A 20-inch rise in the level of the Indian Ocean would place 80% of the island nation under water. This would also affect other coastal and low-lying areas in the region. 	<p>NPR Article- Maldives Builds Barriers to Global Warming http://www.npr.org/templates/story/story.php?storyId=18425626</p>
<p>WG.10 Economics. The student understands the distribution and characteristics of economic systems throughout the world. The student is expected to:</p> <p>WG.10C compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus market-oriented agriculture or cottage industries versus commercial industries.</p>	<p>TEACHER NOTE: Terms to review would be: Subsistence farming, commercial industries/agriculture, and cottage industries. Students can then make comparisons between the United States and the countries of South Asia.</p> <ul style="list-style-type: none"> Subsistence agriculture is practiced most often in the less developed countries of the world. Food is grown by a family for its own consumption rather than to sell. Subsistence agriculture is usually very small-scale and uses a very low level of technology. It involves the use of human and animal labor and natural fertilizers. Market-oriented or commercial agriculture is widely practiced in the more developed countries of the world. It involves the use of expensive technology and chemical fertilizers and pesticides. Crops are grown to sell and are subject to the demands of the marketplace. Cottage industries exist in a subsistence economic system and involve small scale production of goods, usually in the home. Commercial industries developed during the industrial revolution and involve the large scale production of goods <p>INDIA- Weaving of fabrics in the home often takes place. These products may be sold locally or even internationally. There is also large scale commercial manufacturing of textile products taking place in the country.</p>	<p>Textbook page 575- Economic Activity in Pakistan and Bangladesh</p> <p>Textbook page 575- Explanation of subsistence farming and small industry</p> <p>Textbook page 569- Agriculture and Industry in India</p> <p>Textbook page 547- Economic Activity in South Asia</p>
<p>WG.13 Government. The student</p>	<p>SOUTH ASIA</p>	

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<p>understands the characteristics of a variety of political units. The student is expected to:</p> <p>WG.13B compare maps of voting patterns or political boundaries to make inferences about the distribution of political power.</p>	<p>Students need to understand the historical significance of colonization and the struggle for independence that led to the partitioning of India and East and West Pakistan (Pakistan and Bangladesh) and look at how that affected political power of Muslims in India and Pakistan.</p> <p>Example: Kashmir is a region disputed by Pakistan, China and India.</p> <p>http://www.globalsecurity.org/military/world/war/kashmir.htm</p>	<p>Textbook pages 600-601- Timeline, map and case study of Kashmir</p> <p>United Streaming Article</p> <ul style="list-style-type: none"> • Kashmir <p>Global Security Article- Kashmir (background, timeline and map)</p>
<p>WG.16 Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to:</p> <p>WG.16B give examples of ways various groups of people view cultures, places, and regions differently; and</p>	<p>Identifies the human factors that constitute a region (e.g., language, religion, history, trade network)</p> <p>SOUTH ASIA</p> <p>How Hindu culture is viewed by non-Hindu cultures Hindus and Muslims Americans—fascinated by Indian culture (really Hindu) The region was partitioned based upon religion (Hinduism in India and Islam In Pakistan)</p>	<p>United Streaming video</p> <ul style="list-style-type: none"> • Religions of the World: Hinduism (28:00) <p>Textbook Pages 560-561- Hinduism, Ganges River</p> <p>Textbook Pages 571-572- Indian Culture (Hinduism and Caste System)</p> <p>Article: Reincarnation: American vs Hindu Conceptions</p>
<p>WG.17 Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:</p> <p>WG.17B compare economic opportunities in different cultures for women and religious minorities in selected regions of the world.</p>	<p>SOUTH ASIA</p> <p>Compare women’s education level to standard of living Access to education and work outside the home</p> <ul style="list-style-type: none"> • Taliban (Afghanistan) • United States (women and men are unequal) • India <p>• Education • Right to own property • Fertility rights • Pay equality</p> <p>Caste System (Caste and outcast) treatment of untouchables</p> <p>ASIA</p>	<p>Article: Women of the World (Women’s Education in India) Contains charts and graphs relating education to infant mortality</p> <p>Article: The Caste System and the Stages of Life in Hinduism</p>

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	<p style="color: red;">Afghanistan-role of women under the Taliban; how is that changing since the fall of that regime.</p> <p style="color: red;">Saudi Arabia -role of women in society under Islamic law.</p>	
<p>WG.18 Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:</p> <p>WG.18B analyze cultural changes in specific regions;</p>	<p>INDIA</p> <ul style="list-style-type: none"> • shopping centers • Bollywood • call centers (trained to sound “American”) 	<p>Bollywood Article from Wikipedia for Teacher Information</p> <p>Article: India’s Call-Center Jobs go Begging (Time Magazine)</p>