

World Geography Curriculum Bundle #9

Title	Suggested Dates
South and Central Asia	March 5 – 23, 2012

Big Idea/Enduring Understanding	Guiding Questions
<p>South Asia is shaped by its rapidly expanding population, proximity to natural hazards, religious traditions, and colonial legacy.</p> <p>History, including colonization, industrialization, communism, and world-wide wars, has shaped the political, economic, and social landscape of the former Soviet Republics in Central Asia.</p>	<ul style="list-style-type: none"> •How are economic, political, or social opportunities the same and different for women, ethnic and religious minorities, and other underrepresented populations in different cultures? •What are examples of different points of view that influence the development of public policies and decision-making processes on local, state, national and international levels? •How can citizenship practices, public policies, and decision making be influence by cultural beliefs, including nationalism and patriotism? •What can be inferred about the distribution of political power? (Compare maps of voting patterns or political boundaries.) •What are the forces that determine the distribution of goods and services in free enterprise, socialist, and communist economic systems? •What is the geographic and economic impact of policies related to the development, use, and scarcity of natural resources such as water regulations? •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)
Ongoing TEKS		
WG.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	Assurance words Stan (the people of) Subcontinent Caste System boycott	

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<p>WG.22C use geographic terminology correctly; and</p>	<p>Partition Dharma Cottage Industries Himalayas Gangetic Plain Storm surge Protectorate Indus River Paddy Aquaculture Micro-credit Subsistence agriculture Delta Ethnic Religion Sikhism Social Mobility Squatter Settlements Forced migration Democracy Monarchy Free-enterprise Mixed economy Less Developed Newly Industrialized Secondary eco activity Flood Bangalore Islam Tertiary activity</p> <p>Reincarnation Karma Jute Ganges River Bramaputra River sepoys graphite Mount Everest Double cropping puppet government cyclone commercial agric. Hinduism deposition irrigation Push-Pull factors Green Revolution traditional ways republic scarcity command economy HDI More Developed primary eco activity outsourcing literacy technology cremation globalization</p>	<p>(MORE WORDS ON THIS COLUMN ALSO)</p> <p>Monsoon winds Drought Apparel industry Ethnic/cultural conflict Nuclear weapons Tamil Tigers</p> <p>Gandhi "Bollywood" glaciers Kashmir Buddhism Sri Lanka</p>
<p>WG.20 Science, Technology, and society. The student understands how current technology affects human interaction. The student is expected to:</p> <p>WG.20A describe the impact of new information technologies such as the Internet, Global Positioning System (GPS), or Geographic</p>	<p>TEACHER NOTE: You could teach this TEKS through ongoing current events study. And/or this TEKS could be taught through a research project on something like careers in geography. The City of New Braunfels and the City of San Antonio websites also have GIS information posted. This TEKS does need to be planned and taught before the STAAR (EOC) test.</p>	

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Information Systems (GIS); and		
<p>WG.23 Social Studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p> <p>WG.23B use case studies and GIS to identify contemporary challenges and to answer real-world questions; and</p>	<p>TEACHER NOTE: You could use case studies and maps to identify and solve real world current questions.</p>	<p>Maps 101 including Geography in the News (Login information on Intranet)</p> <p>CNN Student News</p> <p>Issues databases from ABC-CLIO have excellent and in-depth material (Login information on Intranet)</p>
TEKS Specific to Bundle #9		
<p>WG.17 Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:</p> <p>WG.17C compare economic, political, or social opportunities in different cultures for women, ethnic and religious minorities, and other underrepresented populations; and</p>	<p>How are economic, political, or social opportunities the same and different for women, ethnic and religious minorities, and other underrepresented populations in different cultures?</p> <p>SOUTH ASIA</p> <p>Compare women’s education level to standard of living</p> <p>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 <ul style="list-style-type: none"> •Education •Right to own property •Fertility rights •Pay equality <p>Caste System (Caste and outcast) treatment of untouchables</p> <p>ASIA</p> <p>Afghanistan-role of women under the Taliban; how is that changing since the fall of that regime.</p>	<p>Article: <i>Women of the World (Women’s Education in India)</i> Contains charts and graphs relation education to infant mortality. http://www.census.gov/population/international/</p> <p>Lesson: <i>Healthy Girls, Healthy Villages</i> http://www.peacecorps.gov/www/educators/lessonplans/lesson.cfm?lpid=2521&sid=2</p> <p>Article: <i>The Caste System and the Stages of Life in Hinduism</i> http://www.friesian.com/caste.htm</p>

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WG.15 Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes on local, state, national, and international levels. The student is expected to:

WG.15A identify and give examples of different points of view that influence the development of public policies and decision-making processes on local, state, national, and international levels; and

What are examples of different points of view that influence the development of public policies and decision-making processes on local, state, national and international levels?

CENTRAL ASIA

- Aral Sea (points of view)
- Water usage for irrigation
- Caspian Sea basin
- Who controls the oil resources
- Kazakhstan Oil and Gas
- Stan (The people of)

SOUTH ASIA

Tectonic forces and plate movement created the Himalayas when the India and Asian plates moved together creating uplift (Convergent boundary).

Extreme weather conditions are found in the Himalayas dependent upon elevation. Freezing and thawing in some areas lead to rock weathering and avalanches (gravity).

Along the fertile alluvial plains, the soil building process occurs. These fertile alluvial plains have been created by the flooding of the region's major river system of the Ganges, Indus, and Brahmaputra. Erosion of soil along these river

Geographic Issues:

Ecotourism—Compare Ecotourism to traditional tourism. Ecotourism typically focuses on personal growth, volunteering, and learning new ways to live on the planet. Ecotourists usually go to places where the flora, fauna, and cultural heritage are the primary attractions.

TEACHER NOTE: You could help students explore

Interactive Central Asia Resource Project

<http://rs6.loc.gov/911/catalog/1012.html>

Discover all that the five former Soviet Central Asian states have to offer by way of culture, scenery, and wildlife.

Information about Countries of Central Asia

http://www.asiatour.org/country_f.htm

Daniel Sheehan Photography

<http://www.danielsheehan.com/news/>

Click through a portfolio of photographs taken when Daniel Sheehan was in Afghanistan after the withdrawal of Soviet troops. See additional photographs from other fascinating parts of the world including the Silk Road, Haiti, and T'bilisi, Republic of Georgia.

Central Asia information from Wikipedia

http://en.wikipedia.org/wiki/Central_asia

Great Game (the rivalry between the British Empire and Tsarist Russia in the 19th century for control of Central Asia.

http://en.wikipedia.org/wiki/Great_Game

Explanation of the meaning of "Stan "

<http://www.worldatlas.com/aatlas/infopage/stan.htm>

NPR Article – *Maldives Builds Barriers to Global Warming.*

<http://www.npr.org/templates/story/story.php?storyId=18425626>

Global Security Article – *Kashmir* (background, timeline, and map)

http://articles.cnn.com/2010-09-25/world/india.kashmir.explainer_1_pakistani-backed-

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	<p>the ideas of how ecotourism can encourage tolerance and promote environmentally responsible living. This easily expands in Antarctica to studies of the impact of global warming.</p>	<p>forces-kashmir-conflict-india-and-pakistan? s=PM:WORLD</p> <p>Women in India Article http://www.census.gov/population/international/</p> <p><i>Geography Alive:</i> Climbing Mt. Everest.</p>
<p>WG.15 Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes on local, state, national, and international levels. The student is expected to:</p> <p>WG.15B explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism.</p>	<p>How can citizenship practices, public policies, and decision making be influenced by cultural beliefs, including nationalism and patriotism?</p>	<p>“Central Asia Unveiled” from National Geographic Article. Feb/March 2009. http://ngm.nationalgeographic.com/ngm/data/2002/02/01/html/ft_20020201.6.html</p> <p>Video Clip on Dagestan from www.Learner.org http://www.learner.org/resources/series180.html</p>
<p>WG.13 Government. The student understands the spatial characteristics of a variety of global 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>What can be inferred about the distribution of political power? (Compare maps of voting patterns or political boundaries.)</p> <p>Afghanistan</p> <p>SOUTH ASIA</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>Use articles and information from the internet to map and develop a case study on Kashmir http://www.globalsecurity.org/military/world/war/kashmir.htm</p>

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<p>WG.10 Economics. The student understands the distribution, characteristics, and interactions of the economic systems in the world. The student is expected to:</p> <p>WG.10A describe the forces that determine the distribution of goods and services in free enterprise, socialist, and communist economic systems;</p>	<p>What are the forces that determine the distribution of goods and services in free enterprise, socialist, and communist economic systems?</p> <p>Free Enterprise- Decisions about what and how much to produce, where to locate economic activities, and what prices to charge for goods and services are determined by laws of supply and demand and "the market." Profit drives decisions in a market economy</p> <p>Socialist Economy-A socialist economy is based on public ownership or independent cooperative ownership of the means of production, wherein production is carried out to directly produce use-value, usually, but not always, coordinated through economic planning and a system of accounting based on calculation-in-kind or labor-time</p> <p>Communist economy (also known as planned) - Decisions about what and how much to produce, where to locate economic activities, and what prices to charge for goods and services are made by a single, central government agency or authority. Communism and Socialism are two examples of a command economy. In a command economy, the price of goods including agricultural products is controlled by the government, not market forces.</p>	<p>United Streaming: <i>How Economic Activities Define a Culture</i> (20:21)</p> <p>Description of types of economic systems: Activity: Student create illustrations to compare types of economic systems</p> <p>General article on types of economies. http://socyberty.com/economics/the-advantages-and-disadvantages-of-traditional-command-and-market-economies/</p>
<p>WG.12 Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:</p> <p>WG.12B evaluate the geographic and economic impact of policies related to the</p>	<p>What is the geographic and economic impact of policies related to the development, use, and scarcity of natural resources such as water regulations?</p>	<p>Hemispheres (University of Texas outreach): <i>Aral Sea is shrinking case study.</i></p> <p>Aral Sea information from Wikipedia http://en.wikipedia.org/wiki/Aral_sea</p> <p>Pictures of the Aral Sea – change over 40 years http://www.global-</p>

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<p>development, use, and scarcity of natural resources such as regulations of water.</p>		<p>greenhousewarming.com/images/AralSeaChronology.jpg</p> <p>Aral Sea satellite image from NASA: http://earthobservatory.nasa.gov/Features/WorldOfChange/aral_sea.php</p> <p>Caspian Sea information from Wikipedia: http://en.wikipedia.org/wiki/Caspian_Sea</p>
<p>WG.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>WG.22E create original work using proper citations and understanding and avoiding plagiarism.</p>	<p style="color: red;">Have students create original written work putting it in their own words</p>	<p>Essay: <i>Living under a Caste System</i></p> <p>DBQ's</p> <p>Speeches</p>

DIFFERENCES FOR THE PRE-AP CLASSROOM

- I. **Collection and Acquiring Information** – These skills are used at all levels of Pre-AP* and AP* coursework with progressively more detailed readings and note-taking efforts. These techniques promote active reading and increased comprehension skills. As skills develop, students begin to organize information, identify key concepts and relationships, and acquire knowledge for interpretation and analysis of content materials. *Examples: SQ3Rs, Cornell Note-taking, working with Matrixes', etc.*

- II. **Processing Information** – Practicing the techniques of collecting and acquiring data will allow the student to prepare for higher-level critical thinking, such as assessing, analyzing, and interpreting trends, connections, and relationships. The goal of Pre-AP classes is to introduce these skills and give students the opportunity to practice them with teacher guidance. As students progress, they will rely less on their instructor and can become more independent thinkers. *Examples – Organizing – APPARTS, SOAPS, Mapshots, PERSIA, etc.*

- III. **Study Skills** – Students who accept the academic challenge of higher-level classes often are not prepared for the task of studying for tests or cumulative examinations. Perhaps in previous experiences, simply being in class and attending to the presentation at hand was sufficient to retain the level of information necessary to do well in class. However, as students progress with their courses of study, it is necessary to ensure that students have a basic idea of how to study efficiently.

**See the Skills Matrix in the WG- Gearing up for the EOC/STAAR binder for these different types of processes.*