**INSTRUCTIONAL DESIGN PROJECT**

**Created and Developed by Brian Arnold**

**Bryan City Schools, Bryan High School**

**9TH GRADE SOCIAL STUDIES**

**COMPREHENSIVE GLOBAL STUDIES**

**UNIT ON SOUTH ASIAN NATIONS**

**(World Cultures: A Global Mosaic)**

**RATIONALE:**

This unit of our course will cover the political and geographic region known as South Asia. South Asia is comprised of the nations of India, Pakistan, Afghanistan, Bangladesh, Nepal, Sri Lanka, and Bhutan. This is an area of hundreds of thousands of square miles and over a billion people. As with the other areas we will study in this course, the major question boils down to why do we need to know about these places and the people that live there? The answer with South Asia, like the other regions we will study, is a complex answer that starts with a simple concept. We live in an ever-shrinking world where communities are connected nearly instantaneously by modern technologies by all means. We have the ability to be anywhere at any time and contact anyone. The world is a smaller place every day and as it gets smaller we all get a little closer to one another. Specifically for South Asia multiple reasons abound for our need to learn about and understand these places and people.

South Asia is an expanding area of influence in our world in many areas such as; population growth, cultural diversity, economic growth and interdependence in the world community, and political influence. The nations that comprise South Asia are becoming more vital parts of our world on an almost daily basis due to all those reasons and more. I like the analogy of picturing all the people of the world lined up in a very long line. If we could picture all those people lined up approximately 15% would be from one of the nations of South Asia (Wikipedia, 2009). Nearly one out of every six. This analogy should help to drive home the point that South Asia is a booming part of the world and becoming more significant to Americans all the time. Add to this fact the war that America is fighting currently in Afghanistan, the terrorism issue in both Afghanistan and Pakistan, the economic influence of India in the American market, and the presence of nuclear weapons in this region and it should be very clear that America needs to know more about this region and understand as much about the people and cultures there as possible.

This Instructional Design will be utilizing the 5-E Learning Cycle Model for lesson planning. The 5-E Model will be supplemented at times and in specific lessons with the Jigsaw Method. The 5-E Model will provide a dynamic student-centered plan that will allow for a smooth transition from materials presented and used to real-world learning and outcomes that are necessary for learning to be maximized. In this model the teacher is a facilitator and not the hand-holding guide for the student which allows for development of independence and facilitates the strengthening of skills that the student will need as he advances in his educational experience (Chiarelott, 2006). The 5-E Model is extremely appropriate for Social Studies lessons as discussed by Chiarelott in her chapter about creating instructional units. The Jigsaw Method lends itself to Social Studies quite often due to the massive amount of information that can be presented to students in various lessons. By carving large pieces of the text or other information into more manageable sizes, groups of students led by their “experts” will assist the remainder of the classroom to obtain the needed material. At the same time the “experts” will become much more comfortable, and knowledgeable, about the information being discussed.

Using these models in conjunction with one another will enable the course to remain true to the ideals of a constructivist classroom as closely as possible while also recognizing that, as Chiarelott states, the best possible philosophy is one that blends constructivist theory with behaviorist. As the lessons develop there will be a necessity for teacher guidance and at times teacher dominance of direction of lessons. When appropriate however, the students will regain the focal point of the lesson and self-direct as much as possible. Though dated, the work of Brooks and Brooks (1993) states that teachers cannot simply pour information into student’s brains and expect learning to occur. However, they also note that learning needs to be differentiated. This requires all pieces working together; lecture, reading, audiovisual, projects, etc. This is the main emphasis of what will be attempted in this part of the course.

South Asia is four subunits that will have an appropriate amount of information available to be presented to the students. Using the models listed above and teacher discretion that information will be parceled to the students in ways to address the original “big question”: Why do we need to learn about South Asia? That question will be answered and students will recognize the significance of this area of the world to Americans and the world.

**REFERENCES**

**Star trek planet classifications. (July 2009). In *Wikipedia.* Retrieved March 10, 2009, from** [**http://en.wikipedia.org/wiki/List\_of\_countries\_by\_population**](http://en.wikipedia.org/wiki/List_of_countries_by_population)

Chiarelott, Leigh (2006). ***Curriculum in context: designing curriculum for***

***teaching and learning in context.*** Belmont, CA: Thomson Higher Education.

Brooks, J. and Brooks, M. (1993). *In Search of Understanding: The Case for Constructivist Classrooms, ASCD*

**UNIT OUTCOMES:**

The Unit Outcomes are listed in regards to how this unit will deal with the ODE standards for 9th grade Social Studies. The ODE standards are in italics within each subunit with the particular outcomes expected listed in plain print below each standard.

**Subunit 1: GEOGRAPHY OF SOUTH ASIA**

*a. Analyze the cultural, physical, economic and political characteristics that define regions and describe reasons that regions change over time.*

\*Students will explain how regions are formed and how regions impact the dynamics within a nation or group of nations.

\*Students will discuss the impact of climate and landforms on lives of people in South Asian nations.

*b. Analyze geographic changes brought about by human activity using appropriate maps and other geographic data.*

\*Students will analyze the interaction between people and their environment in a cause and effect manner.

*c. Analyze the patterns and processes of movement of people, products and ideas.*

\*Students will be able to explain the relationship of location of people and lifestyle of people in South Asian nations.

**Subunit 2: EARLY HISTORY OF SOUTH ASIA**

*a. Analyze the influence of different cultural perspectives on the actions of groups.*

\*Students will analyze the role of early societies in establishing trends and practices that have become major components of following societies or impacted other parts of the world.

*b. Analyze the consequences of oppression, discrimination and conflict between cultures.*

\*Students will explain the conflicts between early cultural groups in South Asia including the major religious groups of the region.

*c. Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices.*

\*Students will define cultural diffusion.

\*Students will be able to give examples of ideas, goods, or other practices that came from outside South Asia and had a significant impact on that region.

\*Students will be able to give examples of ideas, goods, or other practices that came from within South Asia and had a significant impact on other regions.

**Subunit 3: MODERN HISTORY OF SOUTH ASIA**

*a. Explain the social, political and economic effects of industrialization.*

\*Students will analyze the impact of imperialism and industrialization originating in Europe and the effect of both on nations/regions of South Asia.

\*Students will weigh the positives and negatives of industrialization in South Asia in regards to social, political, and economic effects.

\*Students will able to explain the impact of the major conflicts of the 20th Century on the nations of South Asia both directly and indirectly.

*b. Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled.*

\*Students will describe the benefits of imperialism in South Asia for European nations (specifically Great Britain).

\*Students will compare the benefits and drawbacks of imperialism by European nations (specifically Great Britain) on South Asia.

**Subunit 4: POLITICAL/ECONOMIC SYSTEMS IN SOUTH ASIA TODAY**

*a. Compare how different economic systems answer the fundamental economic questions of what goods and services to produce, how to produce them, and who will consume them.*

\*Students will define economic systems in modern governments in South Asia and compare those systems of economy when given different scenarios with which to deal.

\*Students will, when given examples of major products of South Asian nations, be able to discuss the role of that nation in the world economy and in relation to the term interdependence.

\*Students will be able to prepare a list of priorities for each nation’s economy based on various factors; such as natural resources, fossil fuels available, alternative sources of energy, demographic information, and industrial base.

*b. Analyze ways people achieve governmental change, including political action, social protest and revolution.*

\*Students will use current documents to analyze the state of affairs in those South Asian nations studied and offer their own opinions in a way to synthesize the information.

*c. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good.*

\*Students will define styles of leadership in modern governments in South Asia and compare those styles of leadership when given different scenarios with which to deal.

**PREASSESSMENT:**

**PREASSESSMENT ACTIVITY FOR SOUTH ASIA**

**“What I know about South Asia”**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_

Directions: Using what you know from previous experiences, answer the following questions as completely as possible. This is a preview exercise and is not meant to be a graded activity. Effort is more important than accuracy for this activity.

(Geography of South Asia)

1. India is the largest nation in South Asia by size and population. It’s population is approximately:
   1. 1.1 million c. 100 million
   2. 1.2 billion d. 100 billion
2. South Asia is a subcontinent of Asia. South Asia is cut off from the rest of Asia by:
   1. Bodies of water c. mountain ranges
   2. Deserts d. buffer states
3. Most people in South Asia live around water. Why?
4. Three river systems dominate South Asia. Why are rivers so important for people in the nations of South Asia?

(Early History of South Asia)

1. The Aryan people of early South Asia put a great emphasis on social classes which led to the creation of the \_\_\_\_ system that dominated India’s social structure for centuries:
   1. Caste c. political
   2. Religious d. economic
2. Define cultural diffusion:
3. Which of the following religions did not get its origin within South Asia:
   1. Judaism c. Buddhism
   2. Sikhism d. Hinduism

(Modern History of South Asia)

1. Mohandas (Mahatma) Gandhi was…
2. When South Asia was granted independence by Great Britain, three nations were created, which of these was NOT created at this time:
   1. India c. Afghanistan
   2. Pakistan d. Bangladesh/East Pakistan
3. South Asia was hurt by colonization by Great Britain due to (list 2 issues):
4. South Asia benefited from colonization by Great Britain due to (list 2 issues):
5. In the 1980’s and 1990’s both India and Pakistan worked successfully to develop \_\_\_ weapons:
   1. space based c. nuclear
   2. less d. none of these

(Political and Economic Systems)

1. Afghanistan’s newly formed government uses a parliamentary democracy. Compare that style of democracy to the American democracy:
2. A major factor in Afghanistan’s economic success over time has been the \_\_\_ trade tied to the opium farms of that nation:
   1. Oil c. Marijuana
   2. Heroin d. Cotton
3. Many American companies have moved their jobs and services overseas to South Asia, specifically India and its enormous population. What problems does this create in America? What benefits does this have for Indians?

(Bonus Activity)

\*Place the nations of South Asia in order by the following:

A. Population (most to least):

B. Wealth (wealthiest to least):

**LESSON PLANS:**

**\*LP’s for this section are created for class periods lasting 50 minutes.**

**Lesson Plan 1: Geography of South Asia**

**Objectives:**

\*Students will locate nations and political subdivisions of South Asia.

\*Students will locate major landforms and bodies of water in South Asia.

\*Students will understand the impact of climate and landforms on lives of people in South Asian nations.

\*Students will analyze the interaction between people and their environment in a cause and effect manner.

\*Students will be able to explain the major cultural components of South Asia.

**Concept/Skills:** Locating nations, capitals, and major landforms of South Asia on a map; understanding the impact of landforms and climate in South Asia on the people of South Asia, understanding impact people have on the environment in South Asia, major cultural components of people in South Asia

**Materials and Time Needed:** Outline maps of South Asia and reference sources (atlases, laptops), South Asia geography supplemental handouts, Global Mosaic textbook and coinciding outline of this section, laptops, Time: 2-4 days for lesson

**5-E Learning Cycle: (Include day of plan and time required for each)**

**Engagement:**

**\***Day 1-Give South Asia pre-assessment quiz to students to introduce the overall Unit. When students complete the quiz we will “go over” the quiz together discussing the correct answers in a way to open thinking and dialogue regarding this region of the world for all the subunits to follow There will be a need to tie in key concepts and terms that are mentioned in the pre-assessment and that are central to the overall Unit. (25 mins)

**Exploration:**

**\***Day 1-Hand out the outline maps and supplemental geography handouts for South Asia (examples at end of ID). Working with a partner and using the laptops and textbooks students will find the nations, landforms, and bodies of water of importance in South Asia and transfer that data to the appropriate place on their outline maps. The directions are included on the maps and worksheet. (25 mins)

\*Day 2- Students will be placed in small groups to Jigsaw the textbook information that supplements the information gathered on Day 1 on the maps and geography worksheet and that is provided on the outline handout provided (example at the end of the ID and referenced throughout LP’s). Four groups of 4-5 students will be assigned 4 sections of the outline. One of the students will be assigned expert status w/in the group and will be responsible for collecting the correct information for that group’s section and then given time to report to the larger group (the entire class will record all information provided to them by the “experts” in each group) (25-30 mins).

**Explanation:**

**\***Day 2/3-Having recorded the information for the maps, geography worksheet, and outline the students will remain in their small groups and be presented with one of a series of questions. In their groups they will answer the questions after a short time to discuss possibilities and share that answer with the rest of the larger class. A new “expert” should share the group response with the class. The class a whole will be responsible for questioning the responses of each group and recording the answers given by each group. The questions (one per group), reflecting the key objectives for this lesson are listed below. (25-30 mins and may move us into Day 3)

1. Describe how landforms around and in South Asia have limited contact from outside South Asia with other peoples and the impact of that limited contact on people in South Asia.

2. Describe how the landforms and climate of South Asia have impacted where and how people in South Asia live.

3. Explain positive and negative examples of how people in South Asia have interacted with the physical/natural environment around them.

4. Explain the cause and effect of the natural resource “situation” in South Asia in terms of what do they have, what do they need, and how do they compensate?

**Extension:**

\*Day 3-Extended writing assignment for all students to be completed individually. The students will provide an answer to the question below. This will be typed using the laptop in Microsoft Word (any style, 12-14 font) and dropped into the teacher Drop Box on the school server. When all students have completed the assignment a short discussion using anonymous examples will follow. (30 mins)

“Using what we have learned to this point about South Asia, its environment, and its people, list what you believe to be the three most significant issues facing South Asia today and explain why you chose each of the three.”

**Evaluation:**

\*Day 3/4- Students will be given a short Ohio Graduation Test (hereafter OGT) styled quiz over the geography of South Asia (included at end of ID) to evaluate their learning. (20 mins)

**Teacher Notes:**

**Lesson Plan 2: Early History of South Asia**

**Objective:**

\*Students will analyze the role of early South Asian societies that established major components of modern societies or impacted other parts of the world.

\*Students will explain the conflicts between early cultural groups in South Asia with an emphasis on religious groups of the region.

\*Students will define cultural diffusion.

\*Students will be able to give examples of ideas, goods, or other practices that came from outside South Asia and had a significant impact on that region.

\*Students will be able to give examples of ideas, goods, or other practices that came from within South Asia and had a significant impact on other regions.

**Concept/Skills:** Impact of early societies of South Asia on later groups in South Asia; Knowledge of roots of religious conflicts in South Asia; Definition and examples of cultural diffusion

**Materials and Time Needed:** Global Mosaic textbook and coinciding outline of this section, World Religions video, Laptops, Time: 2-4 days for lesson

**5-E Learning Cycle: (Include day of plan and time required for each)**

**Engagement:**

**\***Day 1-Students will be asked to get out a sheet of notebook paper and define the term CULTURAL DIFFUSION. After defining the term the students will be asked to list at least five important “things” about American culture that did not originate in American culture. This will lead to a discussion about cultural diffusion in South Asia in terms of what has come into and gone out of those cultures through diffusion. (15-20 mins)

**Exploration:**

\*Day 1-Using the laptops and textbook, students will collect information on major components of early South Asian culture as listed on their outlines (included at end of ID). The information the students are required to be found is listed clearly on their outline. (25 mins)

\*Day 1/2-Students will view the World Religions video with an emphasis on Buddhism and Hinduism and the key concepts of those two religions and their impact on South Asia and the world. Using the information from the video and in their textbook, students will work to finish their outline. (25 mins)

**Explanation:**

\*Day 2-Students will be placed into five groups. Each group will be assigned the role of one of the following cultural groups from early South Asian history: *Buddhists, Hindus, Muslims, Aryans, and Indus River Valley people*. As each of these cultural groups, students will be asked to explain the impact said group had on South Asia TODAY…in other words what about South Asia today is there due to the group listed previously? This activity should provide the students the ability to tie the early group to modern society based on the impact that early culture had. The responses of the group should be led in the direction of explaining the significant impact(s) their group had. Once each group has collected and shared its findings within the group, the responses are shared with the class with a different student in each group “presenting” the information to the class. (10 mins for finding information, 5 for discussion w/in group, 15-20 for “presentation” to class)

**Extension:**

\*Day 2/3-Working with the laptops and Web 2.0, students will research modern day conflicts between cultural groups in South Asia (allowances for religious, ethnic groups, even terrorist groups). Using the guidelines below the students will find their information and turn their work in to the Drop Box on the school server. (30 mins)

-Using a laptop and Web 2.0 find a current event (since 2000) that gives an example of conflict in South Asia between cultural groups there (religious, ethnic, terrorist are all OK). Read the story, then using Word on the laptop write a summary of the story (single spaced, 12-14 font, 100+ words) and give at least a two sentence response/opinion about this issue facing South Asia. Save your work and drop in the BArnold Drop Box saved as “your name-current event”.

**Evaluation:**

\*Day 3- Students will be given a short OGT styled quiz over this section of South Asia (included at end of ID) to evaluate their learning. (20 mins)

**Teacher Notes:**

**Lesson Plan 3: Modern History of South Asia**

**Objective:**

\*Students will analyze the impact of imperialism and industrialization originating in Europe and the effect of both on nations/regions of South Asia.

\*Students will weigh the positives and negatives of industrialization in South Asia in regards to social, political, and economic effects.

\*Students will able to explain the impact of the major conflicts of the 20th Century on the nations of South Asia both directly and indirectly.

\*Students will study the life and times of Mohandas Gandhi and his impact on South Asia and its future

\*Students will describe the benefits of imperialism in South Asia for European nations (specifically Great Britain).

\*Students will compare the benefits and drawbacks of imperialism (specifically from Great Britain) upon South Asia.

**Concept/Skills:** Effect of colonization/imperialism in South Asia; Impact of Industrial Revolution on South Asia; Role of South Asia in 20th Century wars/conflicts; Modernization of South Asia; Population explosion in South Asia

**Materials and Time Needed:** Global Mosaic and coinciding outline, Industrial Revolution video from United Streaming, Imperialism simulation, laptops for population research, Gandhi video and worksheet, Great Person powerpoint project, Time: 7-10 days

**5-E Learning Cycle: (Include day of plan and time required for each)**

**Engagement:**

**\***Day 1-Students will be divided into one of three groups (teacher selected) while remaining at their seats and asked to define/describe one of the following three based upon previous knowledge.

**-**Imperialism

**-**Industrialization

**-**Mohandas Gandhi

Once they have had 2-3 minutes of quiet time to think and write, the students will be asked to volunteer their definition/description with the class. Using this information we will work as a class to the “right” answer. (15 mins)

**Exploration:**

\*Day 1/2-Using the outlines provided to them, the students will analyze the major components of this subunit; *imperialism, industrialization, 20th century conflicts, Mohandas Gandhi*. The class will then be divided into four groups. Each of the four groups will be assigned one of the four components above. Each group will (using the outline) further divide the topic within the group and collect the necessary information using the textbook. This should take 10 minutes. Once the information is gathered it should be shared within the group. This will take 5-10 minutes. Once this is done the groups will select three “experts”. These experts will be sent to the other three groups to teach their topic. Once this is done (roughly 5-10 mins) the “experts” will return to their original group and be given the information they missed as they were out with the other groups (5-10 mins). The exercise will finish with a teacher led discussion of major ideas to ensure the proper information was collected and shared. (Total time 50 mins)

**Explanation:**

**\***Day 2-Students will be required to write a response to the following questions using a laptop and by turning their work in on the school server. (25 mins)

1. Imperialism was a more positive/more negative experience for South Asia. Why? (2pts)

2. Select and explain four reasons that industrialization had a negative impact on South Asia. (4pts)

3. Select and explain four reason that industrialization had a postive impact on South Asia. (4pts)

4. What best describes South Asia’s role in World Wars I and II? Ally of the West or enemy of the West. Why? (2pts)

**Extension:**

\*Day 2 through 5-Students will view the major motion picture   
“Gandhi”. While viewing they will be responsible for answering questions about the life and actions of Mohandas Gandhi as presented by the movie. At the end of each period the questions will be collected and graded. Students will be given a brief moment at the end of class to ask for clarification of questions and will also be allowed to discuss questions and answers with neighbors during the viewing of the film. (3 full periods and partially a 4th)

**Evaluation:**

**\***Students will be presented with directions/guidelines/rubric for a capping project for this lesson plan (found at end of ID). This project is the Great Person Powerpoint. Based on the impact Gandhi had on South Asia and the world, the student will select another “great person” who had a significant, positive impact on the world as a whole or their part of the world. Each student will select a unique individual from the rest of the class and will present their choice to the class. Each presentation will include a question at its conclusion for the rest of the students to answer. These answers will be collected and graded at the conclusion of all presentations. (Presentations will occur over the next week during the first 10 minutes of each period until completed).

**Teacher Notes:**

**Lesson Plan 4: Political and Economic Systems of South Asia**

**Objective:**

\*Students will define the economic systems found in modern governments in South Asia

\*Students will compare and contrast those systems of economy when given different scenarios with which to deal.

\*Students will define styles of leadership found in modern governments in South Asia.

\*Students will compare styles of leadership when given different scenarios with which to deal.

\*Students will discuss major products South Asia has to offer the world.

\*Students will define the term interdependence.

\*Students will be able to prepare a list of priorities for each nation’s economy based on various factors.

\*Students will use current documents to analyze the state of affairs in those South Asian nations studied and offer their own opinions in a way to synthesize the information.

**Concept/Skills:** Definition of South Asian economic systems; Definition of South Asian government styles; Interdependence of South Asia and other parts of the world; Major products of South Asia; Economic priorities of South Asia

**Materials and Time Needed:** Global Mosaic textbook and coinciding outline, laptops, economic systems video, styles of government handout, world trade simulation, Time: 3-5 days

**5-E Learning Cycle: (Include day of plan and time required for each)**

**Engagement:**

\*Day 1-Students will be asked to define the term INTERDEPENDENCE. The correct definition will be arrived at and the students as they share their definitions. Next students will be asked to list as many ways as they can think of that illustrate the interdependence of South Asia and other parts of the world. This will be discussed until covered satisfactorily. (15 mins).will get a laptop. Using the laptop the students will research an article about economy and South Asia from a current publication on Web 2.0 (any date after 2005). (10 mins)

**Exploration:**

\*Day 1-The students will be asked to get a laptop. Using the laptop the students will research an article about economies of South Asia from a current publication on Web 2.0 (any date after 2005). Once the student has located a suitable article, they will read the article, summarize the article using the laptop, and provide a short response/opinion about the article. This assignment will be turned in on the school’s server. (40 mins)

\*Day 2-Students will use the provided outline to independently define and describe the economic systems and leadership styles found in modern South Asia. (20 mins)

**Explanation:**

\*Day 2-Students will be engaged in a discussion led by the teacher regarding the definitions and descriptions of the economic systems and leadership styles. During this discussion the correct answers will be arrived at for each of the systems and styles defined. Students will be able to share their answers, hear the answers of others and adjust their answers accordingly. (30 mins)

**Extension:**

\*Day 2/3-Students will be presented with multiple scenarios (below) describing political and economic scenarios. After being divided according to economic systems and leadership styles of South Asia, students will decide within their groups how they will react to each scenario. Once the students discuss in their groups how they would respond and then individually record each decision, they will share their reactions with the rest of the class. The other groups will be expected to hear the reactions and question the other groups as to how they arrived at their decisions. (40 mins)

ECONOMIC SCENARIOS

1. A group of factory workers have organized and have momentum to begin a union, the first in your nation. How do you respond?
2. Due to droughts in this region, farmers have not produced crops at a rate necessary to support your region’s population. How do you respond?
3. The gap between the rich and the poor in your region is enormous. Your nation struggles to provide for the poor while the very wealthy rarely assist the poor voluntarily. How do you respond?

POLITICAL SCENARIOS

1. Protesters are marching in your capital city and are unhappy with the major policies of your government. How do you respond?
2. Your major opponent in the next election is very popular and very critical of your ability to lead. How do you respond?
3. Women in your region are demanding equal rights as men in all aspects of your society. How do you respond?

**Evaluation:**

**\***At this point the evaluation of this section will be combined with the evaluation of the Unit as a whole with the Unit 3 Exam (Included below). This assessment should provide a good measure of not only student learning but the quality of the lessons provided to the students.

**Teacher Notes:**

**POST ASSESSMENT:**

**POSTASSESSMENT ACTIVITY FOR SOUTH ASIA**

Global Studies Unit 3 Exam

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_\_\_\_

**Directions:** Read carefully and follow the directions for each section of this test. Be sure to answer completely and give all information necessary where appropriate. This test is worth 66 points.

**Section 1:** Multiple Choice-TERMINOLOGY

Directions: Read each question carefully and choose the correct answer and place the letter for that answer on the blank to the left of the number. This section is worth twenty points.

\_\_\_\_\_\_ 1. This is the type of economy India turned to after gaining independence, it requires some govt. control.

a. mixed economy b. command economy

c. free-market economy d. barter economy

\_\_\_\_\_\_ 2. The rivers of South Asia are important **and** dangerous due to causing great \_\_\_\_\_ at different times.

a. monsoons b. typhoons

c. flooding d. fasting

\_\_\_\_\_\_ 3. A smaller country located between two larger, hostile nations.

a. bumper states b. buffer states

c. purdah states d. capitalist states

\_\_\_\_\_\_ 4. Seasonal winds that can dictate the weather and climate of regions of South Asia.

a. typhoons b. jet stream

c. cyclones d. monsoons

\_\_\_\_\_\_ 5. To Hindus this term refers to a rebirth of the soul.

a. dharma b. reincarnation

c. purdah d. karma

\_\_\_\_\_\_ 6. Small businesses set up in the homes of Indian villagers that provide income to those people.

a. buffer industries b. cottage industries

c. shack businesses d. home industries

\_\_\_\_\_\_ 7. To Hindus this term refers to the condition of wanting nothing.

a. nirvana b. sati

c. shakti d. purdah

\_\_\_\_\_\_ 8. Traditionally the women of South Asia lived in seclusion or after marriage, the term for that is:

a. nirvana b. sati

c. shakti d. purdah

\_\_\_\_\_\_ 9. The technological advances made by agriculturists in India became known as the \_\_\_\_\_.

a. Seed Revolution b. John Deere Revolution

c. Green Revolution d. Yellow Revolution

\_\_\_\_\_\_ 10. Gandhi used the tactic of \_\_\_\_\_ to gain the attention of his followers and stop fighting in India.

a. purdah b. civil disobedience

c. marching d. fasting

**Section 2: Two Point Extended Response**

(2pts) The caste system was discussed extensively throughout Unit 3. It was labeled at one point as a threat towards India’s modernization. Please explain in the space below how the caste system has been a threat to India’s modernization.

(2pts) On the other side of the ledger, common faith (Hinduism in India) has been listed as a unifying force for India in its modernization process while Hindu-Muslim clashes and Sikhism have been listed as other threats to unity. So which is right? Is religion more of a unifying force or more a dividing influence on the people of India? Explain your answer below.

(2pts) Going on the knowledge you have acquired about the life of women in South Asian culture, tell me if you believe the life of a woman in South Asia is a desirable life?

**Section 3:** Multiple Choice-KEY CONCEPTS

Directions: Place the correct answer on the blank provided to the left of each number. This section is worth twenty points.

\_\_\_\_\_ 11. The \_\_\_ of South Asia is considered its greatest natural resource.

a. oil b. water

c. soil d. clean air

\_\_\_\_\_ 12. The caste system is based on the idea that:

1. all men are created equal
2. treat others as you would treat yourself

c. social mobility is available for everyone in society

d. people have different jobs and duties in life

\_\_\_\_\_ 13. Gandhi led the Salt March from his home to the ocean gaining thousands of followers along his way to:

1. show the British his stamina
2. show the British Indians could make salt
3. show the British Indians should be controlled
4. show the British his popularity

\_\_\_\_\_ 14. The population of South Asia can be most accurately described as:

1. half of the world’s population
2. one-sixth of the world’s population
3. heavily Buddhist
4. mainly urban

\_\_\_\_\_ 15. Traditional Indian families are:

1. headed by the eldest male
2. industrial workers living in big cities
3. wealthy landowners
4. Hindu extremists out to destroy Islam

\_\_\_\_\_ 16. The most populated areas of South Asia lie:

1. near the base of the Himalayas
2. near the Thar Desert
3. near the coastlines of the subcontinent
4. just outside of both Pakistan and Bangladesh

\_\_\_\_\_ 17. Gandhi was assassinated by a Hindu extremist because:

1. he was educated by the British
2. he supported non-violence rather than fighting
3. he was making his own clothes, that was not his duty
4. he was considering allowing Muslims power in India

\_\_\_\_\_ 18. Because of its lack of a major fossil fuel source, India has:

1. fought wars to get major fossil fuel sources
2. chose alternate sources of energy, like nuclear energy
3. borrowed billions of dollars to buy fossil fuels
4. moved closer to Middle Eastern nations

\_\_\_\_\_ 19. Which of the following is not a major reason that natural disasters cause enormous personal and real property damage in Bangladesh each year:

1. the large river systems in South Asia
2. the extreme religious fervor of the people
3. the high population density
4. the low elevation near sea level

\_\_\_\_\_ 20. The educated elite in India did all of the following **except**:

1. Made their country more like England
2. Studied in European colleges and universities
3. Led protests and revolts against British rule
4. Supported the British at all times

**Section 4:** **Three Point Extended Response**

(4pts) Explain the main differences in philosophy and policy that Jinnah and Gandhi had about dealing with British rule when India was a colony.

(4pts) Define civil disobedience **and** explain how Gandhi first exhibited it in South Africa?

(4pts) Besides civil disobedience, Gandhi took two other principles from two other sources. Name one of the remaining two principles, where he took that principle from, and how he used it to assist his movement.

**Section 5:** Multiple Choice- MOVIE QUESTIONS

Directions: Place the correct answer on the blank provided to the left of each number. This section is worth thirteen points.

\_\_\_\_\_ 21. Gandhi promoted the making of \_\_\_\_clothes as a way to protest British policies and hurt the British economy.

a. tie-dyed b. homespun

c. manufactured d. formal

\_\_\_\_\_ 22. General \_\_\_\_ led the assault and massacre on those gathered at \_\_\_\_ in 1919.

a. Patton, Berlin b. Smuts, Cape Horn

c. Nehru, Bombay d. Dyer, Amritsar

\_\_\_\_\_ 23. The first major unified protest Gandhi started in India was “\_\_\_” causing a shut down of almost everything in India.

a. Quit India b. Shut Down

c. Salt March d. Pass Books

\_\_\_\_\_ 24. Gandhi’s wife was opposed to \_\_\_\_\_ on the communal farm she was not used to doing because of her high caste status.

a. marching b. cleaning the latrine

c. working with others d. feeding the animals

**(MOVIE CHARACTER MATCHING)**

\_\_\_\_\_25. Hindu leader, became Indian prime

minister A. Charlie Andrews

\_\_\_\_\_26. Reporter for New York Times B. Ms. Slade

\_\_\_\_\_27. English clergyman who helped Gandhi C. Ms. Bapu

\_\_\_\_\_28. British woman who came to live D. Mr. Nehru

with Gandhi E. Mr. Jinnah

\_\_\_\_\_29. Muslim leader, became Pakistani F. Mr. Walker

prime minister

**Section 6:** Essay Response

Directions: Using complete sentences and proper grammar ***answer one of the three following questions*** as completely as possible. Use the space provided below the questions for writing your answers. This section is worth ten points.

A. Explain the Law of Dharma and the role of Karma in the lives of those people in South Asia who follow the Hindu religion.

B. Using examples from Chapter 10, explain the significance (both positively and negatively) of the population explosion occurring in South Asia today.

C. List and explain the four noble truths told by the Buddha to his followers AND discuss how applicable those truths would be to Americans in our country today.

**Section 7: Map Questions**

Directions: *Using the attached map* answer the following questions about the geography of South Asia. This section is worth nine points.

30. The nation of South Asia that sits at the northernmost point is:

a. Afghanistan b. Pakistan

c. Nepal d. Bhutan

31. This river is a holy river in the eyes of Indian Hindus and causes flooding problems:

a. Ganges b. Brahmaputra

c. Indus d. Nile

32. The nation of South Asia that deals with the worst flooding problems from the answer to #32 is:

a. Bhutan b. Bangladesh

c. India d. China

33. \_\_\_\_ nations of South Asia border China:

a. 3 b. 4

c. 5 d. none

34. Mt. Everest, the highest mountain peak in the world is a part of which mountain range shown on the map:

a. Hindu-Kush b. Himalayas

35. The Bay of Bengal and Arabian Sea are smaller sections of what ocean:

a. Pacific Ocean b. Atlantic Ocean

c. Indian Ocean d. Arctic Ocean

36. According to the map Sri Lanka has what unique characteristic different from any other nation in South Asia:

a. the nation is dominated by extremists bent on terrorism

b. that country is landlocked and has limited trade

c. the nation is losing resources too quickly due to industrialization

d. it is an island nation unlike any other South Asian nation

(2pts) Looking at the map, use the information you have available to you to describe where in this region South Asian nations have the best opportunity to make contact with nations outside this region and explain how that effects the nations of South Asia.

**BONUS: (One point each)**

1. What is the name of the region that lies between the northern borders of India and Pakistan that each country fights to control?
2. What was the name for the communal farm Gandhi and his family/followers live on?
3. What was Gandhi called by his followers, it meant “Father”?

**SUPPLEMENTAL HANDOUTS/RESOURCES/QUIZZES FOR SOUTH ASIA UNIT:**

**UNIT OUTLINE**

**Comprehensive Global Studies South Asia Unit**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_\_

I. The Shape of the Land

A.. Indian Subcontinent

1. A **subcontinent** is…

2. The Indian Subcontinent is bordered by:

a. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b. Bay of Bengal

c. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. 3 major landforms:

a. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mountains

b. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Plains

c. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Plateau

II. Climate and Resources

A. Importance of Rain (SA in class)

B. Monsoons

1. A **monsoon** is…

2. Two main monsoons:

a. \_\_\_\_\_\_\_\_\_\_\_\_ which lasts from \_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_

b. \_\_\_\_\_\_\_\_\_\_\_\_ which lasts from \_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_

3. The importance of monsoons is mainly for people that \_\_\_\_\_\_\_\_\_\_\_\_

for a living.

4. In Bangladesh two factors lead to heavy damage when floods occur

there; they are:

a.

b.

C. Rainfall and vegetation

1.. Illustrate below how a mountain can create a “rain shadow”:

D. Natural Resources

1. Why are water and soil such important resources on the subcontinent?

2. Nuclear power is supported by the Indian government; why?

E. People of South Asia

1. Population= 1.147 Billion today (#2 in world, \_\_\_\_% of world)

\*World= 6.754 billion

\*U.S.= 305.6 million (#3, \_\_\_\_­\_% of world)

\*China= 1.335 billion (#1, \_\_\_\_% of world)

\*Pakistan= 165.4 million (#6, \_\_\_\_\_% of world)

\*Bangladesh= 158.7 million (#7, \_\_\_\_\_% of world)

\**Taking this information estimate what this means for us in the United States AND for the people of the nations of South Asia. (Answer in space provided below)*

2. Most South Asians make their living by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. **Cultural diversity** means…

a. Examples of cultural diversity in South Asia are…

b. Examples of cultural diversity in Bryan, Ohio are…

4. There are over \_\_\_\_\_\_\_\_\_\_\_\_ languages used in South Asia.

a. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ means a regional version of a language

b. Give American examples of this term (in a.) below:

c. Why is English spoken through much of South Asia?

III. Early Civilizations of India

A. Indus River Valley Civilization

1. Existed from \_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_

2. A key feature of their cities was…

3. They traded with merchants from the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

4. Their decline/end was probably because of:

B. Aryan Civilization

1. Existed from \_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_

2. Sanskrit=

3. They believed in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ gods, much like Hindus

4. Cows were regarded as special and used as…

5. The Aryans had \_\_\_\_\_\_ strong social classes, the verse from the

Vedas on page 174 explains the creation of the classes in what way?

(answer below)

IV. Religious Traditions

A. Hinduism

1. 2 Sacred texts…

a.

b.

2. Define the following terms-

a. atman:

b. reincarnation:

c. karma:

B. Hinduism and Caste system

1. Why do most Hindus believe that a person’s caste results from karma?

2. Each caste has its own dharma, or \_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_

C. Buddhism

1. Siddartha Gautma-

a. Who?

b. How did he become the “Enlightened One”?

3. Buddha’s teachings (Four Noble Truths-list them)

a.

b.

c.

d.

*40 Words or less:*

*Put the Four Noble Truths in your own words:*

4. Two Types of Buddhism=

a. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ found in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ found in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Look at the map and chart on page 182. Hinduism makes up over 80% of all Indians. Christians, Muslims, and Sikhs make up \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_%*

V. India and British Rule

A. Mughals and Europeans

1. Define monopoly:

2. By the 1760’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ controlled most of South Asia.

B. East India Company Rule

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ led the East India Company

2. He led the British forces against the French and divided \_\_\_\_\_\_\_\_\_\_\_\_

rulers.

3. The taxes, courts, and law code established by the EI Company

favored the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ which led to…

C. British Rule

1. India becomes colony of Britain

a. Political changes (2-3):

b. Social changes (2-3):

E. Effects of British Rule

1. Economic changes-

a. Positive…

b. Negative…

2. Social changes (explain what kind of changes for each below)-

a. population growth:

b. urbanization (growth of \_\_\_\_\_\_\_\_\_\_\_):

c. education:

F. Indian Nationalism

1. British-educated elite; who were they:

2. nationalist ideas (conflict=???):

3. INC=

4. Gandhi and Jinnah had what roles in the nationalist movement?

a. Gandhi=

b. Jinnah=

VII. Freedom and Partition

A. Growing Unrest

1. Role of Indian nationalists:

2. Amristar massacre:

B. Mohandas Gandhi

1. Gandhi’s 3 major principles and their sources:

a.

b.

c.

2. His ideas were appealing (why?):

3. How and why did Gandhi promote the use of civil disobedience:

\*What is civil disobedience?

4. Salt March

a. What was it?

b. Why did it happen?

C. Toward Independence

1. How did WWII effect India’s independence?

2. "Quit India" movement

a. What was it?

b. Why did it happen?

3. Hindu-Muslim clashes

a. Why?

VIII. India’s Government

A.. 4 Major Threats to India’s Govt. (Explain why for each)

1.

2.

3.

4.

B. 3 Major Unifying Forces for India’s Govt. and People (Explain why for each)

1.

2.

3.

IX. Economic Development

A. 2 Goals for India’s Economy…

1.

2.

B. Industrial Growth

1. Significance of Oil:

C. Agricultural Progress

1. Irrigation…why important?

2. Land reform, define it…

X. Changing Ways of Life

A. Changes in Caste System in Modern India (list them below)

B. Improving Education (List at least 2-3 significant changes)

C. Family Life

1. Marriage (any changes from traditions to today?):

2. Lives of women today=

**LESSON 1-3 QUIZZES**

**LESSON ONE-GEOGRAPHY QUIZ**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_

Directions: Answer each question correctly in the space provided. Make sure you complete each side of the test including the map section. This quiz is worth 35 points.

1. Which of the following is not a physical barrier for South Asian nations:

a. Himalayas b. Indian Ocean

c. Andes Mtns d. Bay of Bengal

**(2pts) List two effects** created for the Indian subcontinent over time due to the physical barriers around it?

2. \_\_\_ are the seasonal winds that usher in the wet and dry season for South Asia:

a. Cyclones

b. Typhoons

c. Monsoons

3. India, like many nations, lacks \_\_\_ as a natural resource to fuel its industries, etc. so it has turned to various alternate sources of energy.

a. oil

b. natural gas

c. soil

4. Because of its large population and the need to feed it, the \_\_\_ of South Asia is its most important resource.

a. coal

b. oil

c. soil

5. **South Asian** (does not include China) nations hold nearly \_\_\_\_ total population:

a. 1.1 billion

b. 1.5 billion

c. 2.5 billion

**(2pts)** **Explain why** other nations, such as the United States, would consider this to be a problem?

6. Which of the following is an alternate form of energy India uses to power its nations and industries since it lacks oil as a major natural resource:

a. ethanol

b. coal

c. nuclear

7. Which of the following terms refers to variations of a language that are different by regions by where the language is spoken.

a. jargon

b. intellect

c. dialect

8. The Indus River Valley Civilization is famous for its \_\_\_ cities.

a. well organized

b. overcrowded

c. market-less

9. The Indus R.V. civilization commonly traded with people from the Middle East. This had which of the following effects on that civilization and the region in general:

a. the people of this civilization began speaking more diverse languages

b. Islamic religion began spreading to and becoming important there

c. the subcontinent saw an increase in holy wars and crusades

10. This animal is held in sacred esteem by the people of South Asia because traditions that began in these two ancient civilizations:

a. cow

b. chicken

c. dog

**(2pts)** **What do you think this means** for this animal and its “role” in India

today?

11. Establishing a tradition Hindus in India would continue, the Aryans were polytheistic, which means:

a. they spoke an early now dead language

b. they used pictures to communicate instead of words and letters

c. they believed in multiple (many) gods

12. Which of the following is not a part of the four class social system established by the Aryans:

a. priests b. warriors

c. political leaders d. landowners

(4pts) A quote on page 168 of the text says, ***"No country has got a worse natural and environmental deal than Bangladesh".*** **Tell why you agree or disagree** with that statement using particular details from notes and class discussions.

**Section 2: Map Answers**

Directions: Using your map of South Asia, answer the following questions.

1. If you were flying from Sri Lanka to Bangladesh you would cross the:

a. South China Sea

b. Bay of Bengal

c. Arabian Sea

2. Which of the following nations does NOT border India:

a. Maldives

b. Pakistan

c. Bhutan

3. The capital of Pakistan is:

a. New Dehli

b. Thimphu

c. Islamabad

4. The Khyber Pass is:

a. an area in the Hindu Kush mountains where travel/trade can occur

b. a tradition in India to allow visitors to stay free at Hotel Khyber

c. the area where mountain climbers can easily make it to Mt. Everest

5. The Deccan Plateau is surrounded on three sides by mountain ranges, which of the following is NOT one of those ranges:

a. Eastern Ghats

b. Himalayas

c. Vindhya Mtns.

(2pts) Looking at the map, what would be the **GEOGRAPHIC advantages** of living in Pakistan for the people there?

(2pts) Looking at the map, what would be the **GEOGRAPHIC disadvantages** of living in Afghanistan for the people there?

(4pts) Answer the following “math problem” **ABOUT BANGLADESH** below:

a. Low elevation + huge population + heavy rains during monsoon season= \_\_\_\_

**LESSON TWO EARLY HISTORY QUIZ**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_\_\_\_\_\_

Directions: Answer each question correctly according to the wording of each question. If you have any problems please come up and see me. This quiz is worth 32 points.

1. Which of the following was one of the two texts that were sacred to people of the Hindu religion:

a. Vedas b. Brahman

c. Vishnu d. Karma

2. Each Hindu god is part of one supreme force called \_\_\_\_\_.

a. Vedas b. Brahman

c. Vishnu d. Karma

3. To Hindus this term refers to a rebirth of the soul:

a. Brahman b. Reincarnation

c. Dharma d. Karma

4. Which of the following terms is the point of enlightenment that Buddhists hope to attain as a spiritual pinnacle of their beliefs:

a. Dharma b. Brahman

c. Nirvana d. Karma

5. The caste system is based on the idea that there are certain kinds of \_\_\_\_ that must be performed by all people of each caste:

a. Jobs b. Dances

c. Rituals d. Karma

**(4pts)** Fill in the following characteristics of Hindu society and the caste system:

Rules of the caste system (in general):

Role of Karma for Hindu society:

6. (True/False) All Buddhists believe that Buddha was not a god but was a man who achieved nirvana.

7. Which of the following is one of the two basic social units of Indian culture:

a. work b. family

c. religion d. unions

8. Traditional Indian families are led by males, or\_\_\_\_\_:

a. nirvana b. matriarchal

c. perfect d. patriarchal

9. Often high-caste women lived in \_\_\_\_\_, which means seclusion.

a. sati b. purdah

c. shakti d. Brahman

10. This English company was set up in India in 1600 to establish trade with the region:

a. Dutch East Indies Company b. Queen’s Trading Company

c. East India Company d. West India Company

Short Answers:

Directions: Use the space provided to answer the following questions. This section is worth 14 points.

**(2pts)** Explain **the Law of Dharma** and its role in Indian society today:

**(4pts)** What are the **four truths taught by the Buddha** to his followers to achieve their religious goals **AND** do you think these "rules" are applicable to today’s **American society**?

**(4pts)** Using marriage and social roles and expectations, **compare the life of a woman in the traditional Indian/South Asian society and the life of a woman in America today**.

**(4pts)** Examples given in class and in the text explain **the impact of British rule** on communication, transportation, religion and social programs of India and South Asia **AND** in your own words tell **why you believe** the impact of British colonial rule of South Asia more was *more positive or negative*.

**(4pts)** In European colonies schools were set up to educate children of higher-class natives. When those Indian (native) children then went on to European universities it was to continue to make them more like Europeans. Below describe how this education of Indians (all colonial natives) in colonial schools and European colleges and universities not only aided, but created, the independence movement in India and revolution against British control?

**LESSON THREE MODERN HISTORY QUIZ**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_\_\_

**Directions**: Read each question carefully and answer each to the best of your ability. Please be as specific as possible for all answers. This quiz is worth 40 points.

**(6 points)** The principles of Mohandas Gandhi came to him from three sources; place the sources and the correct principle in the appropriate place below:

**SOURCE PRINCIPLE**

a.

b.

c.

**(4 points)** List below two threats to India’s national government that have developed since the country’s independence in 1947 **AND** tell why they are a threat for both:

a.

b.

**(3 points)** Small businesses that are set up in homes of Indian villagers are known as:

a. infomercials b. cottage industries

c. labor makers d. multi-smiths

\**Give an example from America, preferably one close to you or someone you know.*

**(3 points)** After independence, India’s government \_\_\_\_ the traditional caste system:

a. outlawed b. strengthened

c. renewed d. did nothing to

\**Based on our discussion in class do you think this worked? Why or why not?*

**(2 points)** Which of the following is NOT a major problem for Bangladesh today:

a. A huge population

b. The geographical location and the occurrence of major flooding

c. The arid climate that leads to poor agricultural outputs

d. The population density especially located along the coasts

**(4 points)** Choose one of the three unifying forces in India we discussed (Common faith in Hinduism, committment to democracy, modern communication) and describe how that issue can bring Indians together as a unified nation.

**(4 points)** Compare traditional Indian society to modern Indian society to answer the following question: What is different and better about the lives of women today in India?

**(4 points)** Define civil disobedience AND explain one way you use civil disobedience in your daily life (even if you have to make it up).

"GANDHI" Movie Questions

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­\_\_\_\_\_ Period:\_\_\_\_\_

Directions: Using information from the movie answer the following questions as completely as possible. The questions should follow the storyline in terms of the order in which they appear. 50 POINTS.

**Section 1: Important Names/Characters**

Directions: Fill in as much important information about each of the following people as you can. These names are worth 2 points each.

1. Gandhi's wife: 2. Charlie the English Clergyman:

3. Mr. Walker, the Times Reporter: 4. English General Dyer:

5. Jawarhal Nehru: 6. Ali Jinnah:

7. Mrs. Slade, daughter of English Admiral:

**Section 2: Important Events of Indian Resistance**

Directions: For each of the following events, tell how the tactics of each brought more followers to Gandhi's movement AND how the event effected the British. These events are worth 3 points each.

Gained followers Effected British

8. General Strike:

9. Homespun clothes:

10. Salt March:

11. March on Salt Mine:

12. Fasting:

**Section 3: Important Questions**

Directions: For the following questions use information from the movie to answer each as completely as possible. The questions should come in the correct order. These questions are worth 2 points each.

**FIRST DAY QUESTIONS:**

13. a. What event causes Gandhi to begin to question colonial authority and discrimination in South Africa?

b. How does Gandhi choose to respond to that discrimination?

14. a. On his communal farm in South Africa, what does Gandhi produce that should interest Mr. Walker?

b. What does Gandhi's wife seem to think about doing chores on the farm? Why does she feel that way?

**SECOND DAY QUESTIONS:**

15. a. Upon his return to India Gandhi is treated like a hero, but does not seem to like it, why and how do you know?

b. Gandhi is asked if he supports Britain's efforts in World War I, how does he respond?

16. a. Compare the ideas of Jinnah and Gandhi when the British create a stricter system to place their subjects under. How do each propose to handle the situation?

\*Jinnah=

\*Gandhi=

17. a. Why did Gandhi feel it was best for Charlie to leave him and take the job in Fiji?

**THIRD DAY QUESTIONS:**

18. a. How did General Dyer justify his actions at Amritsar?

19. a. When Gandhi gives a speech he calls for three things, what are they?

b. What did Gandhi mean when he said, "An eye for an eye leaves the whole world blind"?

20. a. Why did the British officials not arrest Gandhi during the Salt March?

**FOURTH DAY QUESTIONS:**

22. a. What scared Gandhi about Jinnah and his speeches to the Muslim people while Gandhi was in jail?

23. a. Gandhi’s wife says to Margaret Bourke White that Gandhi always fought against what two forms of slavery?

1.

2.

24 a. When independence comes to India Jinnah, Nehru and Gandhi disagree on how to handle the situation. How does each propose to handle the situation?

\*Jinnah=

\*Gandhi=

\*\*\*In the space remaining, write what you consider to be Gandhi's most admirable quality and what you consider his most important teaching or effect on the world.

South Asia Fact Sheets

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_\_\_

Directions: Using the packet provided, answer the following questions in the spaces provided. Look for bold headings to see which country is being discussed. For each nation there is a bonus question-the value is listed below.

**INDIA: POPULATION 1.129 BILLION #2 IN THE WORLD**

1. The Himalayas are the highest mountain range in the world. Explain the effect this range has on India and the subcontinent. (2pts).

2. Read about India’s climate. After reading that section, discuss where you would live in India if given the choice and why. (2pts)

3. Read the 2nd FULL paragraph on page 112. Comment on literacy in India. (2pts)

Bonus: What is India’s sacred animal and why is that so? (1pt)

**PAKISTAN: POPULATION 169.3 MILLION #6 IN THE WORLD**

4. Look at the map of Pakistan on page 185. What would you infer are the benefits of Pakistan’s location? What are the drawbacks? (4pts)

Bonus: What religion dominates and unites Pakistan? (1pt)

**BANGLADESH: POPULATION 150.5 MILLION #7 IN THE WORLD**

5. Bangladesh’s average rainfall + the confluence of the three major rivers of South Asia + the large population of Bangladesh = …. (2pts)

**AFGHANISTAN: POPULATION 31.9 MILLION**

6. After reading the last three paragraphs of “Lifestyle” write about being a young person in Afghanistan. (2pts)

Bonus: What group did the U.S. remove in 2001 as leaders of Afghanistan? (1pt)

**NEPAL: POPULATION 28.9 MILLION**

7. Read about Lifestyles in Nepal. Describe the reactions we might expect to see from a Nepalese who moves from Nepal to the United States. (2pts)

Bonus: What is a shaman? (1pt)

**SRI LANKA: POPULATION 21.7 MILLION**

8. Speculate as to why Sri Lankans might not eat a lot of meat in their diets. (2pts)

Bonus: Why stay off the roads in Sri Lanka on New Year’s? (1pt)

**BHUTAN: POPULATION 2.8 MILLION**

9. Are there any reasons we should care about Bhutan that you can see from the information provided? (2pts)

**Comprehensive GS Project**

**“A Person Who Positively Impacted the World”**

Assignment: This assignment will be in the form of a PowerPoint presentation. You are to choose an individual from anywhere around the world and from any time in history that had a significant, positive impact on their part of the world or the entire world. This can be a man or woman, old or young, etc.

Preparation: You will utilize two days of class time to research for and to produce your project. The steps of this project are listed below:

a. Choose the individual who will be the subject of your project

b. Research your individual

c. Build your powerpoint using the guidelines below

d. Save your powerpoint on your school account

e. (If possible) dump your powerpoint in the GS folder online

Guidelines: You will produce a presentation that will contain the following categories:

**1. Title Slide (1 SLIDE)**

-Name of individual chosen

-Your Name

-Any artwork/links/additions you may want to add

**2. Biographical Information (2-3 SLIDES)**

-Who this person was or is

-Quick facts about their life

-Any other miscellaneous information of interest

**3. Why you chose this individual (2-3 SLIDES)**

-Here is where you explain/highlight/outline the

impact this person had that was so positive for the

world.

**4. Legacy of your individual (1-2 SLIDES)**

-What is better/different about the world today due

to your individual?

**5. Question for the class (1 SLIDE)**

-Create a question for the class about your

individual to be answered in 25 words or more

**6. Bibliography (1 SLIDE)**

-List of sites/sources you get your information from

-Example:

**Web Site**

Leary, Patrick. *Victoria Research Web.* N.p. July 2009. Web. 31 July 2009. <[http://victorianresearch.org](http://victorianresearch.org/)>

GREAT PERSON POWERPOINT RUBRIC

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| --- | --- | --- | --- | --- | --- |
| **Criteria** |  | **Unsatisfactory** | **Satisfactory** | **Good** | **Excellent** |
| Title Slide \*1 Slides | 5 points | No title slide is included. 0 points |  |  | Title given, all information included.  5 points |
| Total |  |  |  |  |  |
| Citation Slide \*1 Slides \*Proper style (APA) | 10 points | No reference slide is included. 0 points | Reference slide included but in no definitive order. 1-5 points | Reference slide included, decent order, properly cited, hard to match sources to usage in paper. 6-9 points | Reference slide included, good order, properly cited, easy to find source usage within paper.  10 points |
| Total |  |  |  |  |  |
| Format and Mechanics \*Length (8min.slides) \*Set up of slides (slides are neat and "clean") | 10 points | The report rarely holds to proper format, see to the left. 0 points | There are major or frequent errors in regards to format and mechanics in paper.  1-5points | There are a few minor errors in regards to format and mechanics in paper.  6-9 points | There are no major or minor errors in regards to format and mechanics in this paper. 10 points |
|  |  |  |  |  |  |
| Proper Grammar | 10 points | The report makes no attempt to hold to proper grammar guidelines. 0 points | There are major or requent errors in regards to proper grammar. 1-6 points | There are a few minor erros in regards to proper grammar.   7-9 points | There are no major or minor errors in regards to proper grammar. 10 points. |
| Total |  |  |  |  |  |
| Content \*Biographical Info \*Why you chose… \*Legacy \*Question | 25 points | The author did not meet the requirements listed for each topic of presentation. 0-9points | The author minimally meets the requirements for each topic. 10-14 points | The author mostly meets the minimum requirements for each topic. 15-19 points | The author completely meets the requirements established for each topic. 20-25 points |
| Total |  |  |  |  |  |
| NAME: |  |  |  |  |  |
| TOPIC CHOSEN: |  |  |  |  |  |
| TOTAL POINTS: |  |  | (60 POSSIBLE) |  | % |
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