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| **Unit 8**  **South Asia**    **World Geography** | |          [**Learning Plan (Activities)**](https://blackboard.stpsb.org/bbcswebdav/pid-153478-dt-content-rid-3064655_4/institution/ccss/ss/world_geo/u8a.htm#learn)   * [**Assessment Resources**](https://blackboard.stpsb.org/bbcswebdav/institution/ccss/ss/world_geo/res_w_geo/assessments/geog_assess_main.docx)            [**Course Resources**](https://blackboard.stpsb.org/bbcswebdav/pid-153478-dt-content-rid-3064655_4/institution/ccss/ss/world_geo/res_w_geo/ss_geog_course_res/ss_geog_course_res_main.htm)           [**Scope & Sequence**](https://blackboard.stpsb.org/bbcswebdav/pid-153478-dt-content-rid-3064655_4/institution/ccss/res_curr/timelines/ss/wldgeo_ss_time.doc)           **State Testing Resources** |
| **Mr. Catolos**    This unit focuses on examining the physical and human geography of Central and South Asia in order to understand how physical and human geography have shaped human settlement and economic development in these regions. | | |
| **Standards:**    **GLEs:** WG.1.4, WG.2.4, WG.3.1, WG.3.2, WG.3.3, WG.4.1, WG.4.2, WG.4.3, WG.4.4, WG.5.1, WG.5.2, WG.5.3, WG.5.4, WG.6.2, WG.6.3, WG.6.4    **CCSS:** RH.9-10.2, RH.9-10.4, RH.9-10.10, WHST.9-10.1, WHST.9-10.2b, WHST.9-10.4, WHST.9-10.5, WHST.9-10.10 | | |
| **Enduring Understandings:**             Where you live influences how you live.           Imperialism impacts nationalism.           Freedom comes at a price.           Different cultures satisfy their spiritual needs differently, based upon different constructions of reality, culture and experiences. | **Essential Questions:**             How does where people live influence how they live?           What is the relationship between imperialism and nationalism?           What does it cost citizens to have a voice?           What are the fundamental core beliefs of each major religion, and how are these beliefs acted upon by believers? What role does religion play in contemporary life in different regions of the world? | |
| **Academic Vocabulary:**    demographic, partition, terrorism, industrialize, subsistence, infrastructure | | |
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| **Learning Plan:**             [**Activity 1**](https://blackboard.stpsb.org/bbcswebdav/pid-153478-dt-content-rid-3064655_4/institution/ccss/ss/world_geo/u8a.htm#lesson1)**–**Mapping South Asia           [**Activity 2**](https://blackboard.stpsb.org/bbcswebdav/pid-153478-dt-content-rid-3064655_4/institution/ccss/ss/world_geo/u8a.htm#lesson2)**–**Cultural Characteristics of South Asia           [**Activity 3**](https://blackboard.stpsb.org/bbcswebdav/pid-153478-dt-content-rid-3064655_4/institution/ccss/ss/world_geo/u8a.htm#lesson3)**–**Religions of South Asia           [**Activity 4**](https://blackboard.stpsb.org/bbcswebdav/pid-153478-dt-content-rid-3064655_4/institution/ccss/ss/world_geo/u8a.htm#lesson4)**–**Population and Population Density           [**Activity 5**](https://blackboard.stpsb.org/bbcswebdav/pid-153478-dt-content-rid-3064655_4/institution/ccss/ss/world_geo/u8a.htm#lesson5)**–**Conflicts in South Asia           [**Activity 6**](https://blackboard.stpsb.org/bbcswebdav/pid-153478-dt-content-rid-3064655_4/institution/ccss/ss/world_geo/u8a.htm#lesson6)**–**Natural Processes in South Asia           [**Activity 7**](https://blackboard.stpsb.org/bbcswebdav/pid-153478-dt-content-rid-3064655_4/institution/ccss/ss/world_geo/u8a.htm#lesson7)**–**Industrializing India | | |
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| **Activity 1** | | |
| **Mapping South Asia**    **GLEs: WG.1.4, WG.4.1, WG.4.2, WG.4.3**  **CCSS: WHST.9-10.10**    **Materials List:**     * [Outline map of South Asia](http://www.eduplace.com/ss/maps/pdf/s_asia_polnl.pdf) * [Physical map of South Asia](http://www.mapsofworld.com/asia/maps/south-asian-geography.jpg) * [Political map of South Asia](http://www.eduplace.com/ss/maps/pdf/s_asia_pol.pdf) * [Asia Land Use and Resource Map](http://static.ddmcdn.com/gif/maps/pdf/ASA_THEM_LandUse.pdf) * [Asia population map](http://static.ddmcdn.com/gif/maps/pdf/ASA_THEM_PopDensity.pdf) * [Mapping South Asia BLM](https://blackboard.stpsb.org/bbcswebdav/pid-153478-dt-content-rid-3064655_4/institution/ccss/ss/world_geo/res_w_geo/res_u8/ss_geog_u8_mapping_blm.doc)     **Multimedia Resources:**     * Discovery Education video segment- [Geography and Climate of India](http://app.discoveryeducation.com/player/view/assetGuid/4F52ABBE-9D1D-486A-B86F-5FB24CA56276) * Discovery Education video segment- [Himalayas](http://app.discoveryeducation.com/player/view/assetGuid/0AC300A8-A319-4438-8009-696F88C414FC) * Discovery Education video segment- [The Ganges River](http://app.discoveryeducation.com/player/view/assetGuid/76FCDAEA-41B9-4549-9D57-DB6B0233A507)       Have students label an outline map of South Asia with all countries (Pakistan, Nepal, Bangladesh, Bhutan, India, Maldives, Sri Lanka) and major landforms (Bay of Bengal, Indian Ocean, Himalayas, Thar Desert). A complete list of items to be placed on the map can be found on the Mapping South Asia BLM (see sample below).     |  |  |  |  | | --- | --- | --- | --- | | **Countries** | **Island Regions** | **Landforms** | **Bodies of Water** | | Pakistan | Andaman Islands | Himalayas | Bay of Bengal | | Nepal | Nicobar Islands | Thar Desert | Indian Ocean |       Using the natural resource map, physical map, and population density map of South Asia in their textbook or other reliable sources, have students write a paragraph in their learning logs (See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)) describing the settlement patterns in South Asia. Students should cite specific examples from the maps in their paragraph. Students will share their paragraph with a shoulder partner and volunteers can share their writing with the class. | | |
| **Activity 2** | | |
| **Cultural Characteristics of South Asia**    **GLEs: WG.3.1, WG.3.2, WG.3.3, WG.4.1, WG.5.4**  **CCSSs: RH.9-10.2, WHST.9-10.2b, WHST.9-10.5**    **Materials List:**     * [Cultural Characteristics BLM](https://blackboard.stpsb.org/bbcswebdav/pid-153478-dt-content-rid-3064655_4/institution/ccss/ss/world_geo/res_w_geo/res_u8/ss_geog_u8_cult_char_blm.doc) ([answers](https://blackboard.stpsb.org/bbcswebdav/pid-153478-dt-content-rid-3064655_4/institution/ccss/ss/world_geo/res_w_geo/res_u8/ss_geog_u8_cult_char_ans_blm.doc)) * [CIA World Factbook](https://www.cia.gov/library/publications/the-world-factbook/) * [Physical map of South Asia](http://www.mapsofworld.com/asia/maps/south-asian-geography.jpg) * Encyclopedia * Internet (optional)     Present information about the physical and human characteristics in South Asia. This can be done through notes, slideshow, or video. Have students use this information as well as encyclopedias or world fact books to complete the Cultural Characteristics BLM (see this BLM and the sample below). This graphic organizer (See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)) will allow students to visually compare and contrast the countries in South Asia.      Students should share their answers with the class and correct their charts as needed. Have students discuss how these countries are similar and different. During this discussion of the graphic organizer and the similarities and differences among the countries, create a class list on the board or overhead of the human (cultural) and physical characteristics most important to South Asia. Place a star by those human and physical characteristics students believe unify South Asia.    Have students use information from the Cultural Characteristics BLM, class discussion, student-generated list, a physical map of South Asia, world fact book, and encyclopedia to write a four paragraph essay. In the first paragraph students should discuss how they believe human characteristics have facilitated and/or hindered interaction between regions or countries. In the second paragraph, students should discuss how they believe physical characteristics have facilitated and/or hindered interaction between regions or countries. In the third paragraph, students should determine the impact of cultural characteristics on cooperation and conflict in South Asia. The fourth paragraph should examine the cultural characteristics which impact the standard of living in South Asia. Students should cite examples from the encyclopedia or world fact book as they write their paragraphs. Consult with ELA teachers and use the citation method required in your school.    Have students share their rough draft with a shoulder partner. The shoulder partner should be responsible for editing the four paragraphs for grammar, spelling, clarity, and accuracy of information. Consult with ELA teachers at your school to obtain peer editing criteria to assist students with this process. The peer edited rough draft should be returned to the original writer who will revise the essay based on the peer edit and write a final draft. Share exemplary essays with the class. | | |
| **Activity 3** | | |
| **Religions of South Asia**    **GLEs: WG.3.2, WG.4.3, WG.4.4**  **CCSSs: RH.9-10.2, RH.9-10.10, WHST.9-10.4**    **Materials List:**     * [Religions of South Asia BLM](https://blackboard.stpsb.org/bbcswebdav/pid-153478-dt-content-rid-3064655_4/institution/ccss/ss/world_geo/res_w_geo/res_u8/ss_geog_u8_religions_blm.doc) * [Religion Children’s Book Rubric BLM](https://blackboard.stpsb.org/bbcswebdav/pid-153478-dt-content-rid-3064655_4/institution/ccss/ss/world_geo/res_w_geo/res_u8/ss_geog_u8_rel_child_book_blm.doc) * [“Hinduism for Beginners”](http://hinduism.about.com/od/basics/p/hinduismbasics.htm) article * [“Buddhism: An Introduction”](http://www.pbs.org/edens/thailand/buddhism.htm) article * [“Jainism”](http://www.bbc.co.uk/religion/religions/jainism/) article * [“Sikhism”](http://www.bbc.co.uk/religion/religions/sikhism/) article * South Asian religions slideshow   + [Culture and Religion in South Asia](https://blackboard.stpsb.org/bbcswebdav/pid-153478-dt-content-rid-3064655_4/institution/ccss/ss/world_geo/res_w_geo/res_u8/ss_geog_u8_culture_religion.ppt)   + [Sikhism and Jainism PowerPoint](https://blackboard.stpsb.org/bbcswebdav/pid-153478-dt-content-rid-3064655_4/institution/ccss/ss/world_geo/res_w_geo/res_u8/ss_geog_u8_sik_jain.ppt)     **Multimedia Resources:**     * Discovery Education video segment- [Hinduism](http://app.discoveryeducation.com/player/view/assetGuid/00B39AB3-DEA3-43F7-BE1B-354A84519D65) * Discovery Education video segment- [Buddhism](http://app.discoveryeducation.com/player/view/assetGuid/C14062CD-5CFD-4796-9C4C-36FE65D922DF) * Discovery Education video segment- [Sikhism](http://app.discoveryeducation.com/player/view/assetGuid/3B1EEEDB-2F4D-4D7F-96C8-0D9F0AA1FDC6) * Discovery Education video segment- [Jainism](http://app.discoveryeducation.com/player/view/assetGuid/87EB674C-318F-42C5-9975-A8A86BBE86AE)       Provide students with basic information about the four religions which developed in South Asia (Hinduism, Buddhism, Jainism, and Sikhism) through notes, slideshow, or video. Assign each student one of the four religions and provide further readings on the assigned religion. Students should complete the portion of Religions of South Asia BLM (see sample below) that goes with their assigned religion.       |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Religion** | **Founder , when, where** | **Holy Book** | **Basic Beliefs** | **Impact on History** | **Relationship with other groups in South Asia** | | Hinduism |  |  |  |  |  |     After students read their textbook, provided reading, and other reliable sources, they will write a summary of their assigned religion in their learning logs (See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)). Students will use these summaries and provided readings to complete a RAFT writing (See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)) with the following elements:     |  |  | | --- | --- | | **R**ole | an expert on assigned religion | | **A**udience | upper elementary students | | **F**ormat | children’s book with pictures | | **T**opic | the history and beliefs of assigned religion |     Have students read their completed children’s book to the class. Students should listen to all books for accuracy and logic and misconceptions should be corrected as they arise. Students will complete the remaining portions of the Religions of South Asia BLM as other students present. Children’s books should be graded using a rubric such as the Religion Children’s Book Rubric BLM. | | |
| **Activity 4** | | |
| **Population and Population Density**    **GLEs: WG.4.3, WG.5.2**  **CCSSs: WHST.9-10.10**    **Materials List:**     * [Demographic Transition Model](http://www.uwmc.uwc.edu/geography/demotrans/demtran.htm) * [Population pyramids for the India and Pakistan](http://www.census.gov/population/international/data/idb/informationGateway.php) * [Asia population map](http://static.ddmcdn.com/gif/maps/pdf/ASA_THEM_PopDensity.pdf) * [CIA World Factbook](https://www.cia.gov/library/publications/the-world-factbook/) * Construction paper, glue, dried beans * Internet (optional)     Remind students about the stages of the Demographic Transition Model studied in the Latin American unit. The following is a demographic model of the stages of population growth in countries (pre-industrial to advanced economies):     * **Stage 1**: Low growth rate, high birth rates, high death rates, pre-industrial economy * **Stage 2**: Rising growth rate, declining death rate, high birth rate, early industrial economy * **Stage 3**: High growth rate, declining death rate, declining birth rate, advanced industrial economy * **Stage 4**: Low growth rate, low birth rate, low death rate, advanced economy     Using information in the demographic transition model along with population pyramids for the India and Pakistan, have students determine the stage of the Demographic Transition Model in which each country is currently classified. Guide students through this process using the population pyramid of Pakistan. Then have students use the India population pyramid to complete this task on their own. [This webpage](http://geography.about.com/library/weekly/aa071497.htm) may be helpful.    Using the information from the Demographic Transition Model as well as the population pyramids, have students predict the impact of population growth on each individual country studied and on South Asia as a whole.    Assign students a country in South Asia. Using a world fact book or the Internet, have students find the total population of their assigned country and its total arable (livable) land area. Have students use this information to compute the country’s population density and create a population density card out of construction paper depicting the population density of their assigned country. The card will include: the country’s name, population, land area, and population density. Students can use beans to show the country’s population density and glue them onto their paper cards. For example, one bean may be equal to 10,000 people per square mile. Have students share their completed population density cards with the rest of the class.    Students should now use a population map of South Asia to locate the areas with the highest population densities. In their learning logs (See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)), have students hypothesize the problems caused by overcrowding and overpopulation as well as possible solutions to these problems.    Use discussion (See Course Resources for description) in the form of Inside-Outside Circles to discuss the problems associated with overpopulation. Students stand and face each other in two concentric circles with the inside circle facing out and the outside circle facing in. Have students discuss problems of overcrowding with the person standing directly in front of them. After a set amount of time, ask the outer circle to rotate and continue the discussion with their new partner. After several rotations, pick various students to share their ideas as well as the ideas of the person with whom they discussed the overpopulation problems. | | |
| **Activity 5** | | |
| **Conflicts in South Asia**    **GLEs: WG.3.1, WG.4.4, WG.5.1**  **CCSSs: RH.9-10.2, WHST.9-10.1, WHST.9-10.4**    **Materials List:**     * Slideshow or video on the history of South Asia (optional) * [Conflicts in South Asia Split-page Notes BLM](https://blackboard.stpsb.org/bbcswebdav/pid-153478-dt-content-rid-3064655_4/institution/ccss/ss/world_geo/res_w_geo/res_u8/ss_geog_u8_conflicts_blm.doc) * Encyclopedias (optional) * Internet (optional)     **Multimedia Resources:**     * Discovery Education video segment- [Indian Independence- August 15, 1947](http://app.discoveryeducation.com/player/view/assetGuid/877D85BA-B463-4310-804A-486158B55E10) * Discovery Education video segment-  [Partition and the Military](http://app.discoveryeducation.com/player/view/assetGuid/F6EC876A-684C-4135-BCC7-E1C2E745169B) * Discovery Education video segment- [Tamil Insurgents in Sri Lanka](http://app.discoveryeducation.com/player/view/assetGuid/66AC6B01-91F9-4CAE-B61D-B73019340065) * Discovery Education video segment- [Events in India, Pakistan, and Sri Lanka](http://app.discoveryeducation.com/player/view/assetGuid/EF0874F2-6B92-45C9-93F3-A25CF0C32B05) * Time Video segment- [Kashmir: Taking the Revolution Online](http://content.time.com/time/video/player/0,32068,601269219001_2015624,00.html) * BBC video- [Tibet Conflict](http://www.youtube.com/watch?v=DC6w-R987rg) (stop at 5:55)       Give students a brief overview of the history of South Asia. This can be done through notes, a slideshow or a video. Divide the class into groups. Each group will be assigned a conflict in South Asia’s history (colonization of India, India’s independence movement, terrorism in Sri Lanka, partition of India, and battle over Kashmir, terrorism in India, and conflict over Tibet). Students should use their textbook, encyclopedias, and Internet to research these conflicts. Research should include reasons for the conflict, those involved in the conflict, results of the conflict, and impact of the conflict on the migration of citizens.    Have students present their findings to the class. As groups present their information, the rest of the class will complete a split-page note taking guide (See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)) on each of the conflicts presented (see the Conflicts in South Asia Split-page Notes BLM and sample below).     |  |  | | --- | --- | | **Topic: Colonization of India** | **Time period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | Why did this occur? |  | | What groups were involved in the conflict? |  | | What were the results of the conflict? |  |     After all groups have presented, have students determine which conflict they believe had the greatest negative impact on South Asia. Students should share their answer and rationale with a partner who has chosen a different conflict.    Have students use their completed split-page notes to write a persuasive three paragraph essay.  In the first paragraph, students should make a claim stating which conflict they believe had the greatest negative impact on South Asia. Students should provide evidence from split-page notes, textbook, or encyclopedia to support their claim. In the second paragraph, students should explain why the conflict chosen by their partner has not had the greatest negative impact on South Asia. Students should then write a third paragraph providing a possible solution to conflict discussed in paragraph one. Paragraphs should be written in the students’ learning logs (See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)).  Ask student volunteers to share their writings with the class. Students should listen for accuracy and misconceptions should be corrected.    Remind students to use their split-page notes to study for assessments by covering information in the right column, then using the prompt in the left column to recall the covered information on the right side. Students should be given time to quiz each other on the information on their split-page notes. | | |
| **Activity 6** | | |
| **Natural Processes in South Asia**    **GLEs: WG.2.4, WG.6.2**  **CCSSs: RH.9-10.4, WHST.9-10.9**    **Materials List:**     * Slideshow about natural processes (optional) * Article- [“The Deadliest Tsunami in History?”](http://news.nationalgeographic.com/news/2004/12/1227_041226_tsunami.html) * [Disasters in South Asia](https://blackboard.stpsb.org/bbcswebdav/pid-153478-dt-content-rid-3064655_4/institution/ccss/ss/world_geo/res_w_geo/res_u8/ss_geog_u8_disaster_southasia.pdf) * Five 3x5 cards per student (optional) * [Natural Processes Vocabulary Card BLM](https://blackboard.stpsb.org/bbcswebdav/pid-153478-dt-content-rid-3064655_4/institution/ccss/ss/world_geo/res_w_geo/res_u8/ss_geog_u8_natural_process_blm.doc) * [Ad Campaign Rubric BLM](https://blackboard.stpsb.org/bbcswebdav/pid-153478-dt-content-rid-3064655_4/institution/ccss/ss/world_geo/res_w_geo/res_u8/ss_geog_u8_ad_camp_rub_blm.doc) * Internet (optional)     **Multimedia Resources:**     * National Geographic video segment- [Tsunamis 101](http://video.nationalgeographic.com/video/environment/environment-natural-disasters/tsunamis/tsunami-101/) * Discovery Education video segment- [India: Cyclone Phailin](http://app.discoveryeducation.com/player/view/assetGuid/FF115A28-0D4D-4379-9D72-271B0F453527) * NBC News video segment- [Search and Rescue Underway in India’s Cyclone Aftermath](http://www.today.com/video/today/53269463#53269463) * [Effects of Monsoon Season on India](http://www.stratfor.com/video/effects-monsoon-season-india-dispatch) * BBC News video segment- [Pakistan and Afghanistan monsoon floods kill dozens](http://www.bbc.co.uk/news/world-asia-23570286)       **Part 1: Lesson Launch**    Before researching the natural processes in South Asia, have students generate questions they have about the natural processes by responding to a SQPL (student questions for purposeful learning) prompt (See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)). An SQPL prompt should be designed in such a way as to cause students to wonder about and question an event or happening. Write the following SQPL prompt on the board to encourage students to start thinking about the natural processes in South Asia:    **The natural processes in South Asia greatly affected the lives of the people and every aspect of the societies they touched.**    Working in pairs, have students think of at least two questions they have about the natural processes in South Asia based on the SQPL prompt. Ask students to share their questions with the class and then write them on the board. Any questions asked more than once should be marked with an asterisk to signify its importance. Add questions to the list, if there are content gaps. Keep the questions posted throughout the study of the natural processes in South Asia.    **Part 2: Natural Processes**    Tell students to listen carefully for answers to their questions as the natural processes in South Asia are studied. Provide students information about natural processes by using teacher notes, a slideshow about the natural processes, or an article such as [Disasters in South Asia](http://workspace.unpan.org/sites/internet/Documents/S40012%20Disasters%20in%20South%20Asia%20a%20Regional%20Perspective.pdf) (use Section II: Natural Disasters in South Asia.) Stop whenever information is presented that answers one or more of the student-generated questions and ask students if they heard the answer to any of their questions. Allow students to confer with a partner before responding. Continue the process until all information about the natural processes in South Asia has been presented. Go back and check which questions may still need to be answered. Remind students they should ask questions before learning something new, then listen and look for the answers to their questions. Students should also read the article, [“The Deadliest Tsunami in History?”](http://news.nationalgeographic.com/news/2004/12/1227_041226_tsunami.html) to learn more about the natural processes in South Asia.    **Part 3: Literacy Strategy- Vocabulary Cards**    Have students use the information on the natural processes in South Asia learned during the SQPL activity to create vocabulary cards (See Course Resources for description [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)). This strategy allows students to see connections between words, examples of the word, and the critical attributes associated with the word. Draw a sample vocabulary card on the board. Distribute five 3x5 index cards to each student or have each student replicate the vocabulary card five times in his/her notebook. Ask them to follow directions in creating a vocabulary card (see the Natural Processes Vocabulary Card BLM and sample below). The target word, “flood”, should be placed in the middle of the card. Students then provide a definition of the word in the appropriate location. Next, students complete the characteristics, effects, and illustration sections on the card. Have students create cards for monsoon, earthquake, tsunami, and cyclone.  After completing the vocabulary cards, students should use them as a study aid both individually and with a partner to assist in preparation for both vocabulary quizzes and the unit test.      **Part 4: Literacy Strategy- Ad Campaign**    Students should propose ways to prevent high casualty rates from monsoons, flooding, and tsunamis. They should then create an ad campaign to promote their ideas for lowering death rates from monsoons, flooding, and tsunamis in South Asia. Students should use information from the earlier readings or Internet to complete their ad. This campaign should include at least four solutions or strategies to encourage change and a minimum of four pieces of statistical data to support the need for their solutions. These ad campaigns can be graded using the Ad Campaign Rubric BLM. | | |
| **Activity 7** | | |
| **Industrializing India**    **GLEs: WG.5.3, WG.6.3, WG.6.4**  **CCSSs: RH.9-10.2, WHST.9-10.10**    **Materials List:**     * Internet * John Stossel- “[Government Causes Poverty](http://www.foxbusiness.com/on-air/stossel/blog/2011/06/13/government-causes-poverty-0)” * Article - [“India industrialization stalls”](http://www.washingtontimes.com/news/2010/jun/24/land-battle-brakes-indias-industrial-juggernaut/?page=all) * Article - [“India's sense of urgency on Africa welcome”](http://articles.timesofindia.indiatimes.com/2011-05-22/all-that-matters/29571027_1_first-india-africa-bilateral-trade-south-africa) * Article - [“A tale of new cities: India's push to industrialize”](http://www.reuters.com/article/2011/10/26/us-india-cities-idUSTRE79P0RG20111026) * Article - [“India May Top China as Hottest Restaurant Growth Market”](http://ca.chinesemenu.com/news/519318076.htm) * Article - [“Industrialization and Environmental Pollution”](http://himadri.cmsdu.org/documents/Industrialisation_and_Environmental_Pollution.pdf) * [Industrializing India BLM](https://blackboard.stpsb.org/bbcswebdav/pid-153478-dt-content-rid-3064655_4/institution/ccss/ss/world_geo/res_w_geo/res_u8/ss_geog_u8_indust_india_blm.doc)     **Multimedia Resource:**     * [Video- Is America Number One?](http://youtu.be/PZpDjxIPpFc)       Show students a short video clip of John Stossel in India from his 20/20 special “Is America #1?”  or share with them the summary from Mr. Stossel’s blog, “[Government Causes Poverty](http://www.foxbusiness.com/on-air/stossel/blog/2011/06/13/government-causes-poverty-0).” This will demonstrate to students the conditions in India and the impact of the government “red tape” on starting a business within the country.    Use the jigsaw cooperative grouping method to place students in home groups of five members. Provide each member of the home group with a different article from the materials list.    Allow students ample time to use Close Reading to analyze their selection. (For more information on Close Reading, see the Course Resources at the top of the pate.) Place students in expert groups based on the selection they read (all students who read about “India’s Industrialization Stalls” will be in one group, “A tale of new cities…” in another group, etc.). Students will discuss the readings in their expert groups. Working together, each expert group will collaborate to create a summary of the main ideas from the reading. Each student will need a copy of the summary to take back to their home groups. Students will then return to their home groups and teach the rest of their group about their assigned reading. As each student presents his or her summary, the other members of the home group will take notes using a graphic organizer (See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)) (See Industrializing India BLM).     |  |  |  |  | | --- | --- | --- | --- | | **Article** | **Main Idea** | **Government’s role in Industrialization** | **Impact on the Environment** | | “Industrialization stalls” |  |  |  |     After all students have presented their summaries in the home group lead a class discussion about each of the natural or human processes to assure all students have documented accurate information. Students should use their corrected graphic organizer as a study guide for future assessments.    In their learning logs (See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)) ask students to write three paragraphs. The first paragraph should describe the role of government in promoting industrialization. The second paragraph should describe the impact of industrialization on the environment including the use and depletion of natural resources. The final paragraph should describe how students believe a government should balance the need for industry with protection of the environment. Allow volunteers to share their responses with the class. Ask students to listen for accurate information and clarify misconceptions when needed. | | |