

Essential Question Preview

What role did geography play in shaping the history and cultures of the Indian Subcontinent?

Have the students consider the Essential Question and capture their initial responses.

Explore the Essential Question

- Ask students to recall how physical features and climate affect people's ways of life. Lead a discussion about the climate and physical features—mountains, rivers, valleys, plains—in India and how these features affect how people in India live, work, and travel.
- Tell students that India has a thriving economy and rapidly growing population. Ask students to draw conclusions about how India's economy and natural resources might be affected by its growing population.

Encourage students to keep the Essential Question in mind as they work through the module. Help students plan inquiries and develop their own supporting questions such as:

How might India's economy and natural resources be affected by its growing population?

In what ways might India's neighbors be in conflict with one another, including over issues of culture, language, religion, or natural resources?

You may want to assign students to write a short essay in response to the Essential Question when they complete the module. Encourage students to use their notes and responses to inform their essays.

The Indian Subcontinent

Module 27

Essential Question

What role did geography play in shaping the history and cultures of the Indian Subcontinent?

National capital
Major city
Disputed boundary

0 200 400 Miles
0 200 400 Kilometers

Projection: Albers Equal-Area

Explore ONLINE!

VIDEOS, including ...
• The Mughals of India: Taj Mahal

HISTORY

- Document-Based Investigations
- Graphic Organizers
- Interactive Games
- Channel One News Video: Youngest Female Everest Climber
- Channel One News Video: Malala Yousafzai
- Compare Images: Effects of Monsoons

874 Module 27

In this module, you will learn about the history and culture of India and other countries of the Indian Subcontinent, as well as their resources and current challenges.

What You Will Learn

Lesson 1: Physical Geography	877
The Big Idea Ancient civilizations and powerful empires have shaped the physical geography of the Indian Subcontinent, which includes unique physical features and a variety of climates and resources.	
Lesson 2: India	881
The Big Idea Ancient civilizations and powerful empires have shaped the history of India, which today features a blend of modern and traditional cultures.	
Lesson 3: India's Neighbors	891
The Big Idea Despite cultural differences, the countries that border India share similar challenges.	

Explore the Online Video

ANALYZE VIDEOS

The Mughals of India: Taj Mahal

Invite students to watch the video to learn about the architectural wonder of the Taj Mahal.

Civics What does the quality of construction of the Taj Mahal say about Indian engineering during this period? *Indian artisans and engineers understood what was necessary to build long-lasting stable structures, even on a massive scale and on unstable land.*



Lesson 1 Big Idea

The physical geography of the Indian Subcontinent includes unique physical features and a variety of climates and resources.

Main Ideas

- Towering mountains, large rivers, and broad plains are the key physical features of the Indian Subcontinent.
- The Indian Subcontinent has a great variety of climate regions and resources.

Lesson 2 Big Idea

Ancient civilizations and powerful empires have shaped the history of India, which today features a blend of modern and traditional cultures.

Main Ideas

- Advanced civilizations and powerful empires shaped the early history of India.
- Powerful empires controlled India for hundreds of years.
- Independence from Great Britain led to the division of India into several countries.
- Indian culture is shaped by many things, including religion and a caste system.
- Daily life in India is centered around cities, villages, and religion.
- Today, India faces many challenges, including a growing population and economic development.



Geography The Ganges River flows from the Himalayas to the Bay of Bengal, supplying water and food for tens of millions of Indians.



History India's Taj Mahal was built during the Mughal Empire, one of many empires that ruled the Indian Subcontinent.



Culture The people of the subcontinent represent the many cultures and religions of the region.

The Indian Subcontinent 875

Lesson 3 Big Idea

Despite cultural differences, the countries that border India share similar challenges.

Main Ideas

- Many different ethnic groups and religions influence the culture of India's neighbors.
- Rapid population growth, ethnic conflicts, and environmental threats are major challenges to the region today.

Explore the Map and Images

The Indian Subcontinent: Political The Indian Subcontinent includes the countries of India, Pakistan, Bangladesh, Nepal, Bhutan, and Sri Lanka.

Geography The Ganges River is fed by snow melt from the Himalayas, rain from the summer monsoons, and several tributaries. It flows through one of the most fertile regions in the world.

History The Mughal Empire lasted more than three centuries. During its height, its capable rulers were known for their religious tolerance, and for efforts to join Hindus and Muslims into one united Indian state.

Culture About one fourth of the world's population lives on the Indian Subcontinent, and follows many diverse religions and philosophies, including Buddhism, Sikhism, Islam, Hinduism, and others.

Analyze Visuals

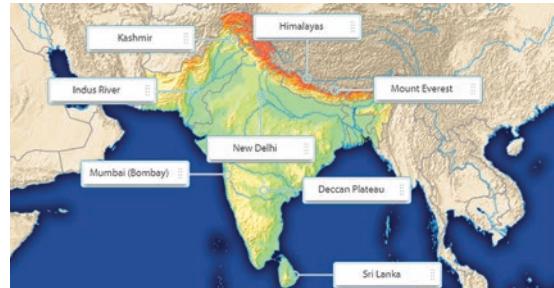
What do these images tell you about life and civilization in the Indian Subcontinent? *Life and civilization on the Indian Subcontinent go back thousands of years. It is diverse. Its people have been divided and affected by the empires that ruled over them.*

► Online Module Flip Cards

Use the flip cards as a whole class activity or in student pairs to preview the module's Key Terms and Places. Students can guess the meaning of each word, then review its definition, or do the reverse, using the flip card's toggle button to switch from "Term" to "Definition" mode. Students can also use the flip cards at the end of the module as a review tool before taking the Module Assessment.

► Online Map Activity

Students can use this activity to review some of the locations discussed in this module. To complete, have students drag each label to the correct location on the map.



Reading Social Studies

Reading Social Studies

READING FOCUS

Visualize

Reiterate to students that visualization refers to the ability to create pictures in our heads based on text we read (or words we hear). Tell students that the technique can help transform them from passive to active readers, while improving their reading comprehension.

You may wish to explain to students that visualizing while reading social studies content does not necessarily mean imagining how something looked. It can also mean imagining how someone felt about an event. For example, students can use clues from the module to imagine what life is like in Bangladesh during the summer monsoons. They can also find details that provide clues about how Bangladeshis might feel about the flooding.

To help students practice visualizing while reading, find an article about a dramatic event in a recent newspaper or newsmagazine. Select a descriptive passage from the article, and read it aloud to students. Have students listen for details that help them visualize the event. Have them take notes on how the author communicates people's feelings. Tell students to listen for at least three clues that help readers visualize how the event affected the people involved. Hold a class discussion to determine if students visualized the event in the same way.

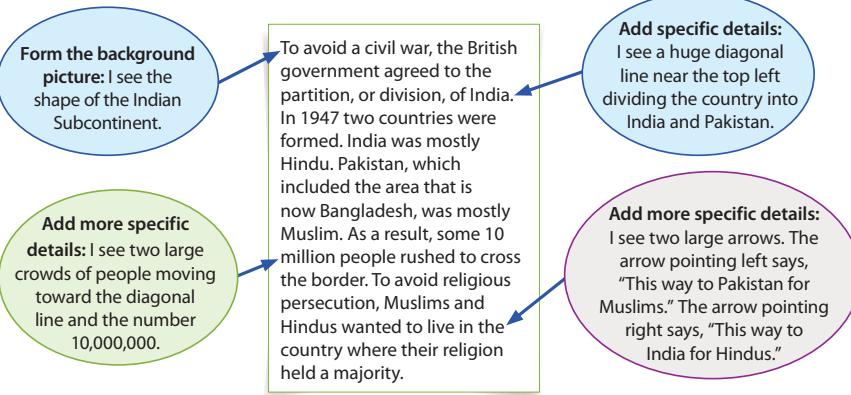
You Try It!

Answers will vary. Students should mention some of these images: many streams and rivers flood every year, monsoon rains, millions of people without homes, schools destroyed, roads torn up.

Visualize

READING FOCUS

Maybe you have heard the saying "a picture is worth a thousand words." That means a picture can show in a small space what might take many words to describe. Visualizing, or creating mental pictures, can help you see and remember what you read. When you read, try to imagine what a snapshot of the images in the passage might look like. First, form the background or setting in your mind. Then keep adding specific details that can help you picture the rest of the information.



YOU TRY IT!

Read the following sentences. Then, using the process explained above, describe the images you see.

Flooding is one of Bangladesh's biggest challenges. Many circumstances cause these floods. The country's many streams and rivers flood annually, often damaging farms and homes. Summer monsoons also cause flooding. For example, massive flooding in 2004 left more than 25 million people homeless. It also destroyed schools, farms, and roads throughout the country.

As you read this module, visualize details to help you remember information.



Physical Geography

- Effects of Monsoons

Visuals

Videos

LESSON 1

Big Idea

The physical geography of the Indian Subcontinent includes unique physical features and a variety of climates and resources.

Maps,
Graphs, and
Charts

- Map: The Indian Subcontinent: Physical

- Monsoons
- Youngest Female Everest Climber

Extend
and Enrich

Sources

- Document-Based Investigation: The Indian Subcontinent: Precipitation

Assessment

- Key Terms Review
- Reading Check
- Graphic Organizer Activity
- Lesson Assessment

► Online Lesson 1 Enrichment Activities

Monsoons

Article Students read an article about monsoons, then write diary entries about monsoons from the perspective of an Indian farmer or Arab trader.



Youngest Female Everest Climber

Video Students watch a video about the youngest female ever to climb Mount Everest, then write about the challenges faced by a team of mountain climbers.

Watch Channel One News



Physical Geography

The Big Idea

The physical geography of the Indian Subcontinent includes unique physical features and a variety of climates and resources.

Main Ideas

- Towering mountains, large rivers, and broad plains are the key physical features of the Indian Subcontinent.
- The Indian Subcontinent has a great variety of climate regions and resources.

Key Terms and Places

subcontinent
Mount Everest
Ganges River
delta
Indus River
monsoons

If YOU lived there ...

You live in a small farming village in central India. Every year your father talks about the summer monsoons, winds that often bring heavy rains to the region. You know that too much rain could cause floods that may threaten your house and family. Too little rain could cause your crops to fail.

How do you feel about the monsoons?

Physical Features

Locate Asia on a map of the world. Notice that the southernmost portion of Asia creates a triangular wedge of land that dips into the Indian Ocean. The piece of land jutting out from the rest of Asia is the Indian Subcontinent. A **subcontinent** is a large landmass that is smaller than a continent.

Use the map on the next page to locate the nations of the Indian Subcontinent—Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, and Sri Lanka. This region, also called South Asia, is one of the most diverse geographic regions in the world. Soaring mountains, powerful rivers, and fertile plains are some of the region's dominant features.

Mountains Huge mountain ranges separate the Indian Subcontinent from the rest of Asia. The rugged Hindu Kush mountains in the northwest divide the subcontinent from Central Asia. Historically, they made land travel from Asia and Europe difficult. However, mountain passes in the Hindu Kush have allowed people to enter the subcontinent for thousands of years.

Two smaller mountain ranges stretch down India's coasts. The Eastern and Western Ghats (GAWTS) are low mountains that separate India's east and west coasts from the country's interior.

Perhaps the most impressive physical features in the subcontinent, however, are the Himalayas. These enormous mountains stretch about 1,500 miles (2,414 km) along the northern border of the Indian Subcontinent. Formed by the collision of two massive tectonic plates, the Himalayas are home to the world's highest mountains. On the border between Nepal and

Teach the Big Idea

1. Whole Class Open/Introduction

If **YOU** lived there ...

How do you feel about the monsoons?

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

Consider reasons to feel AFRAID of monsoon rains:

- Houses can be damaged or destroyed.
- Family and animals can be hurt or killed.
- Crops can be damaged.

Consider reasons to feel GRATEFUL for monsoon rains:

- Crops need water to grow.
- Livestock need water to live.
- People need water to live.

2. Direct Teach Introduce the Big Idea: *The physical geography of the Indian Subcontinent includes unique physical features and a variety of climates and resources.* Ask students to imagine they are planning a trip to the Indian Subcontinent. Have them make a quick list of things they will want to take based on the climate they expect to encounter. Call on students to read their lists aloud, and record responses on the board. As you study this lesson, refer to students' responses and ask if these items would, in fact, be useful on a visit to the Indian Subcontinent.

3. Practice/Assess/Inquire Divide the class into groups. Have each group create a brochure on the physical geography of the Indian Subcontinent. The brochure will have three sections: *Physical Features*, *Climate Regions*, and *Resources*. Have students write information for each section of their brochure and draw pictures or maps to illustrate that information.

4. Explore (Collaborative Exploration) Discuss the physical geography of the Indian Subcontinent, asking students to tell what they or their group found most interesting about it. Display the brochures in the classroom.

5. Whole Group Close/Reflect Have students choose a dominant feature of the physical geography of the Indian Subcontinent and write a sensory description of it so that the reader can visualize it.

*Alternative Assessment Handbook, Rubrics 14: Group Activity; and 40: Writing to Describe

Teach the Main Idea

Towering mountains, large rivers, and broad plains are the key physical features of the Indian Subcontinent.

Recall What is the most populous area in Pakistan? *Indus River valley*

Describe What is the Ganges Plain? *a vast area of rich soil and fertile farmland near the Ganges River in northern India*

Draw Conclusions Why would people from Asia enter the Indian Subcontinent through the Hindu Kush rather than the Himalayas? *The Himalayas are higher and harder to cross, while the Hindu Kush has mountain passes.*

ONLINE DOCUMENT-BASED INVESTIGATION

The Indian Subcontinent

The Indian Subcontinent: Precipitation is the first of four document-based investigations that students will analyze in The Indian Subcontinent. Students explore the map using interactive features to discover patterns of precipitation and amounts of annual rainfall.

For additional instruction, go to end of lesson.

ONLINE GRAPHIC ORGANIZER

Physical Geography

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Make Inferences Given what you know about the value of the resources on the Indian Subcontinent, what would you expect to learn about its economy? *Possible answer: Its economy may vary depending on the country, but it has resources that are in demand and should help boost its economy.*

ONLINE LESSON FLIP CARDS

Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **subcontinent, Mount Everest, Ganges River, delta, Indus River, monsoons.**

ONLINE INTERACTIVE MAPS

The Indian Subcontinent: Physical

Have students explore the map using the interactive features and answer the associated questions.

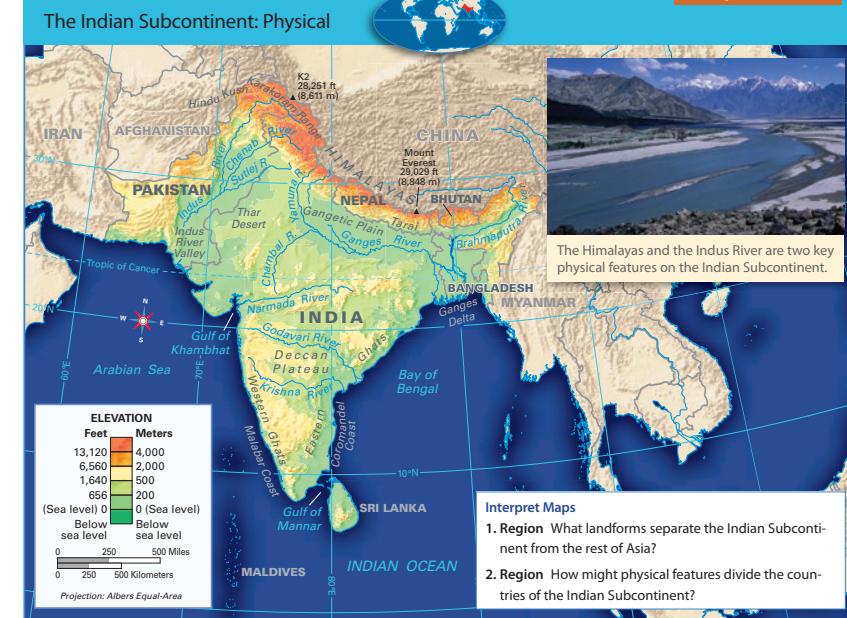
Region What landforms separate the Indian Subcontinent from the rest of Asia? *Himalayas and Hindu Kush*

In print edition, see map of same title.

1. Region What landforms separate the Indian Subcontinent from the rest of Asia? *Himalayas and Hindu Kush*

2. Region How might physical features divide the countries of the Indian Subcontinent?

Rivers, deserts, plateaus, and mountains all form natural barriers that can separate groups of people.



China is **Mount Everest**, the highest mountain on the planet. It measures some 29,035 feet (8,850 m). K2 in northern Pakistan is the world's second-highest peak.

Rivers and Plains Deep in the Himalayas are the sources of some of Asia's mightiest rivers. Two major river systems—the Ganges (GAN-jeez) and the Indus—originate in the Himalayas. Each carries massive amounts of water from the mountains' melting snow and glaciers. For thousands of years, these rivers have flooded the surrounding land, leaving rich soil deposits and fertile plains.

India's most important river is the Ganges. The **Ganges River** flows across northern India and into Bangladesh. There the Ganges joins with other rivers and creates a huge delta. A **delta** is a landform at the mouth of a river created by sediment deposits. Along the length of the Ganges is a vast area of rich soil and fertile farmland. Known as the Ganges Plain, this region is India's farming heartland. Unfortunately, waste from farms, cities, and factories has caused the Ganges to become highly polluted.

Likewise, Pakistan's **Indus River** also creates a fertile plain known as the Indus River valley. This valley was once home to the earliest Indian civilizations. Today, it is Pakistan's most densely populated region.

878 Module 27

STRUGGLING READERS

Mountain Elevations

1. Remind students that Mount Everest is the highest point on Earth and that it is on the continent of Asia. Have students research the names and elevations of the highest points on each of the other continents and record the information in a table.

2. Direct students to use the elevation data to make a bar graph comparing each continent's highest points. Pictograms may be used instead of bars. Suggest a range of 0 to 30,000 feet (9,114 m) at intervals of 5,000 feet (1,524 m) for the vertical axis.

3. Students may also research other mountains and peaks, such as the highest point in their home state or famous mountains such as Pike's Peak, Mount Rushmore, Mount Fuji, or the Matterhorn.

4. Have students point to the location of each peak or mountain on a globe or world map.

*Alternative Assessment Handbook, Rubrics 7: Charts; and 21: Map Reading

For additional instruction, go to end of lesson.

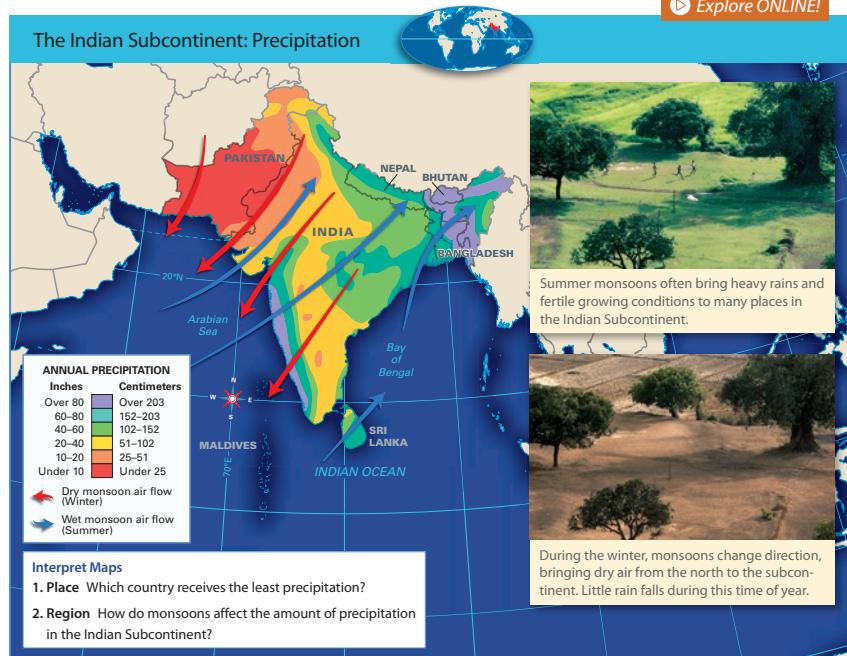
Reading Check
Summarize
What are the physical
features of the Indian
Subcontinent?

Other Features Other geographic features are scattered throughout the subcontinent. South of the Ganges Plain, for example, is a large, hilly plateau called the Deccan. East of the Indus valley is the Thar (TAHHR), or Great Indian Desert. Marked by rolling sand dunes, parts of this desert receive as little as 4 inches (102 mm) of rain per year. Still another geographic region is the Tarai (tuh-RY) in southern Nepal. It has fertile farmland and tropical jungles.

Climates and Resources

Just as the physical features of the Indian Subcontinent differ, so do its climates and resources. A variety of climates and natural resources exist throughout the region.

Climate Regions From the Himalayas' snow-covered peaks to the dry Thar Desert, the climates of the Indian Subcontinent differ widely. In the Himalayas, a highland climate brings cool temperatures to much of Nepal and Bhutan. The plains south of the Himalayas have a humid subtropical climate. Hot, humid summers with plenty of rainfall are common in this important farming region.



The Indian Subcontinent 879

Teach the Main Idea

The Indian Subcontinent has a great variety of climate regions and resources.

Recall What are monsoons? *seasonal winds that bring either moist or dry air to a region*

Identify What is considered the region's most important resource? *its fertile soil* Which country in the region has deposits of natural gas? *Pakistan*

Make Inferences Why are the monsoon winds dry in winter? *Air masses change direction and bring dry air from the north, likely from going over the mountains.*

More About ...

Welcome Rains The summer monsoons that sweep over the Indian Subcontinent sometimes bring great destruction, but they are vital to the life of the region. Farmers in India and Bangladesh depend on the rains for irrigation for their crops. The monsoons are also the source of almost 90 percent of India's water supply, and, indirectly, its electricity—the force of rain-swollen rivers is harnessed in hydroelectric plants to generate much of the country's electricity.

Misconception Alert The Indian Subcontinent is not the only place in the world where monsoons take place. Smaller monsoons also affect equatorial Africa, northern Australia, and, to a lesser degree, the southwestern United States. The southwest U.S. monsoon season is in August, when thunderstorms from Mexico come up and bring heavy rains across the Southwest and even as far north as Idaho, Montana, and Wyoming.

READING CHECK

Summarize What are the physical features of the Indian Subcontinent? *mountains, rivers, fertile plains, a delta, a plateau, a desert*

ONLINE DOCUMENT-BASED INVESTIGATION

The Indian Subcontinent: Precipitation

Have students explore the map using the interactive features and answer the associated questions.

Analyze Sources Which country receives the least precipitation? *Pakistan*

In print edition, see map of same title.

1. Place Which country receives the least precipitation? *Pakistan*

2. Region How do monsoons affect the amount of precipitation in the Indian Subcontinent? *They bring heavy rains in summer and dry air in winter.*

For additional instruction, go to end of lesson.



ONLINE INTERACTIVE VISUALS

Image Compare: Effects of Monsoons

Have students explore and compare the images using the interactive slider. You may wish to use the associated question as a discussion prompt.

Analyze Visuals What are the hazards of the summer and winter monsoons? *Possible answer:* **Summer monsoons**—too much rain means flooding, washing away crops, and possibly killing people; **Winter monsoons**—too little rain means few if any crops grow at this time, dry soil could erode

Effects of Monsoons

The summer and winter monsoons affect the Indian Subcontinent in opposite ways.

Summer monsoons often bring heavy rains and fertile growing conditions to many places in the Indian Subcontinent.



READING CHECK

Summarize What climates and resources are located in this region? **Climates**—highland, humid subtropical, tropical savanna, humid tropical, dry; **Resources**—fertile soil, timber, livestock, iron ore, coal, natural gas, gemstones

Tropical climates dominate much of the subcontinent. The tropical savanna climate in central India and Sri Lanka keeps temperatures there warm all year long. This region experiences wet and dry seasons during the year. A humid tropical climate brings warm temperatures and heavy rains to parts of southwest India, Sri Lanka, Maldives, and Bangladesh.

The remainder of the subcontinent has dry climates. Desert and steppe climates extend throughout southern and western India and most of Pakistan.

Monsoons have a huge influence on the weather and climates in the subcontinent. **Monsoons** are seasonal winds that bring either moist or dry air to an area. From June to October, summer monsoons bring moist air up from the Indian Ocean, causing heavy rains. Flooding often accompanies these summer monsoons. In 2005, for example, the city of Mumbai (Bombay), India, received some 37 inches (94 cm) of rain in just 24 hours. The flood shut down the city and killed nearly 1,500 people. However, in winter, the monsoons change direction, bringing dry air from the north. Because of this, little rain falls from November to January.

Natural Resources A wide variety of resources are found on the Indian Subcontinent. Agricultural and mineral resources are the most plentiful.

Perhaps the most important resource is the region's fertile soil. Farms produce many different crops, such as tea, rice, nuts, and jute, a plant used for making rope. Timber and livestock are also key resources in the subcontinent, particularly in Nepal and Bhutan.

The Indian Subcontinent also has an abundance of mineral resources. Large deposits of iron ore and coal are found in India. Pakistan has natural gas reserves, while Sri Lankans mine many gemstones.

Summary and Preview In this section you learned about the wide variety of physical features, climates, and resources in the Indian Subcontinent. Next, you will learn about the rich history and culture of this unique region and about India today.

Lesson 1 Assessment

Review Ideas, Terms, and Places

1. a. **Define** What is a subcontinent? *a large landmass that is smaller than a continent*
- b. **Make Inferences** Why do you think the Indus River valley is so heavily populated? *The river creates a vast plain of rich soil and fertile farmland.*
- c. **Form Opinions** Which physical features in the Indian Subcontinent would you most want to visit? Why? *Answers will vary but should be consistent with text content.*

2. a. **Identify** What natural resources are found in the Indian Subcontinent? *a variety of resources, with agricultural and mineral resources being the most plentiful*

Critical Thinking

3. **Draw Conclusions** Draw a chart like the one shown here. Using your notes, write a sentence explaining how each aspect affects life on the Indian Subcontinent.

	Effect on Life
Physical Features	
Climates	
Natural Resources	

880 Module 27

- b. **Analyze** What are some of the benefits and drawbacks of monsoons? *Possible answers: benefits—rain allows for farming and drinking water; drawbacks—floods can kill people and destroy property*

Critical Thinking

3. **Draw Conclusions** Draw a chart. Using your notes, write a sentence explaining how each aspect affects life on the Indian Subcontinent. *Possible answers: Physical Features—The geographic features that separate this region and its people from the rest of Asia make it a unique place. Climates—The wide variety of climates affect daily life, with many people dependent on summer rains for farming. Natural Resources—with lots of fertile soil, the region's farmers produce many different crops, including tea, rice, nuts, and jute.*

For additional instruction, go to end of lesson.

► Online Assessment

1. How have the Hindu Kush affected the history of the Indian Subcontinent?
 - They slowed the migration of people from India's east coast to the country's interior.
 - They made it expensive to move goods from India's west coast to the country's interior.
 - Their mountain passes have allowed people to enter the subcontinent for thousands of years.
 - Their tall peaks have kept invading armies from reaching the subcontinent for thousands of years.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

The mountain passes of the *Hindu Kush* have allowed people to enter the Indian Subcontinent for thousands of years.

2. How do winter monsoons affect the Indian Subcontinent?
 - by bringing dry air to the region
 - by bringing cold air to the region
 - by bringing heavy rains to the region
 - by causing heavy snowfall in the region

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Winter monsoons have a direct effect on *rainfall amounts* on the Indian Subcontinent.

3. **Summarize** Why are the Ganges Plain and Indus River valley important to India and Pakistan?

The rich soil of the Ganges Plain makes it the center of India's agriculture industry. The fertile plain known as the Indus River valley plays the same role in Pakistan and is also the most densely populated region of the country.

4. **Draw Conclusions** Where on the Indian Subcontinent would you least expect to find many farms? Explain your answer.

I would least likely expect to find farms in the southern and western parts of India and in areas of Pakistan outside of the Indus River valley. Unlike the remainder of the subcontinent, these areas have dry climates.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 877

More About . . .

Continental Drift About 180 million years ago, the land that is now India was located far to the south and was part of a supercontinent called Gondwana. Antarctica, South America, Africa, and Australia were also part of Gondwana, which was clustered around the South Pole. Approximately 160 million years ago, Africa broke off from South America. India broke off from Africa close to 125 million years ago. India continued drifting north, a few inches or feet per year, until it slammed into the southern edge of Asia around 40 million years ago. The collision immediately began pushing up the Himalayas.

continued from page 878

COLLABORATIVE LEARNING

The Ganges

1. After grouping students into pairs, lead the class in a discussion of the significance of the Ganges River to the region. Focus on the ways that rivers appeal to all the senses—sight, smell, hearing, touch, and taste. Discuss themes that might be expressed with river imagery, such as change, cleansing, new beginnings, or eternity.
2. Tell students that they will create a research-based presentation about some aspect of the Ganges and its centrality in the region's culture. For example, students may learn about a traditional legend about the river or find interesting facts about it.
3. Have students research the Ganges and present their findings to the class, reflecting the information they learn. Encourage students to attach illustrations or photos to their presentations.

*Alternative Assessment Handbook, Rubric 29: Presentations

continued from page 879

ENGLISH LANGUAGE LEARNERS

Compare and Contrast

1. To help students demonstrate their understanding of the differing climates found in the Indian Subcontinent, have them make charts. Have them title the columns *Pakistan*, *India*, *Nepal*, *Bhutan*, and *Bangladesh*.
2. In the columns, have students list the climate types found in each country.
3. Ask students to write a one- or two-sentence summary of each country's climate.
4. Ask volunteers to read their summary sentences aloud.

*Alternative Assessment Handbook, Rubrics 7: Charts; and 21: Map Reading

continued from page 879

ADVANCED/GIFTED

Deadly Weather: Heat Waves and Monsoons

1. Point out to students that the weather on the Indian Subcontinent is varied and that it can also be severe. During the summer, temperatures can soar to 110°F (43°C) or higher, and as the text points out, close to 40 inches (101.6 cm) of rain can fall in a single day. In addition, deadly cyclones often hit the subcontinent.
2. Direct students to work with a partner to research weather-related disasters that have struck the Indian Subcontinent in recent years. Work with students to ensure that a variety of incidents are addressed.
3. Have each pair create an illustrated presentation describing the disaster, where it occurred, the number of deaths that resulted from the event, and subsequent problems, such as the difficulties and costs of rebuilding.
4. Have pairs use the information from their presentation to create a question-and-answer interview about the incident for the class. Instruct students to listen carefully and to ask their own questions about the disaster.

*Alternative Assessment Handbook, Rubrics 14: Group Activity; and 30: Research

continued from page 880

SPECIAL NEEDS STUDENTS

Natural Resources of the Indian Subcontinent

1. Read aloud the text under the heading *Natural Resources*. As you read, make a list for all to see of the natural resources, including individual crops. Also note the countries where the resources are found.
2. Have students copy the list and find and make copies of images of each resource using either the Internet or traditional print resources. Then have students use these images to create a natural resources collage. Display the collages in the classroom.

*Alternative Assessment Handbook, Rubric 8: Collages



India

- Mughal Empire
- Diwali: The Festival of Lights

Visuals

Videos

LESSON 2

Big Idea

Ancient civilizations and powerful empires have shaped the early history of India, which today features a blend of modern and traditional cultures.

Maps,
Graphs, and
Charts

- Map: Indian Empires, 250 BC–AD 400
- Map: The British in India, 1768–1858
- Map: The Indian Subcontinent, 1947
- Graph: Top 5 Movie Producers, 2011

- Biography: Mohandas Gandhi
- Geographic Feature: Bollywood
- Rabindranath Tagore (1861–1941)
- Akbar's Tolerance

Extend
and Enrich

Sources

- Document-Based Investigation: Graph: Largest Cities
- Document-Based Investigation: Map: India: Population
- Gandhi's "Quit India" Speech

Assessment

- Key Terms Review
- Reading Check
- Graphic Organizer Activity
- Lesson Assessment

► Online Lesson 2 Enrichment Activities

Rabindranath Tagore (1861–1941)

Biography Students read about the life of Nobel Prize-winning author Rabindranath Tagore. Then they read, summarize, and illustrate one of his stories or poems.

Akbar's Tolerance

Article Students read about the famous Mughal emperor Akbar. Then they conduct a mock interview with him.





India

The Big Idea

Ancient civilizations and powerful empires have shaped the history of India, which today features a blend of modern and traditional cultures.

Main Ideas

- Advanced civilizations and powerful empires shaped the early history of India.
- Powerful empires controlled India for hundreds of years.
- Independence from Great Britain led to the division of India into several countries.
- Indian culture is shaped by many things, including religion and a caste system.
- Daily life in India is centered around cities, villages, and religion.
- Today, India faces many challenges, including a growing population and economic development.

Key Terms and Places

Delhi
colony
partition
Hinduism
Buddhism
Jainism
Sikhism
caste system
Mumbai (Bombay)
Kolkata (Calcutta)
urbanization
green revolution

If YOU lived there ...

You live in New Delhi, India's capital city. Museums in your city display artifacts from some of India's oldest civilizations. People can visit beautiful buildings built by powerful empires. Statues and parades celebrate your country's independence.

How does your city reflect India's history?**Early Civilizations and Empires**

India, the largest country on the Indian Subcontinent, is one of the world's oldest civilizations. Early civilizations and empires greatly influenced the history of the Indian Subcontinent.

Ancient Civilizations The Indus River valley in Pakistan supported one of the world's largest ancient civilizations. It is often called the Harappan civilization, after its first discovered city, Harappa. Harappa was one of at least eight major Harappan cities that flourished between 3000 BC and 1700 BC. All were trade centers located along waterways, which allowed traders to travel easily between them. Archaeologists believe that over 30,000 people may have lived in Mohenjo-Daro, the best-known Indus city.

Archaeologists have uncovered a wealth of Harappan artifacts and ruins. However, the end of Harappan civilization is shrouded in mystery. Some scholars believe the Indus River may have changed its course. This could have caused destructive floods in some cities, and water shortages and transportation problems for others.

There is also little evidence to explain how Sanskrit, an Indo-Aryan language, spread into the region. Some scholars believe that, beginning in about 1500 BC, small groups of Indo-Aryan language speakers began to migrate into the Indus valley from Central Asia. They likely encountered and mixed with the descendants of the Indus valley civilizations. Over time their language, Sanskrit, became the main language in northern India.

The Indian Subcontinent 881

Teach the Big Idea**1. Whole Class Open/Introduction**

If **YOU** lived there ...

How does your city reflect India's history?

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

Consider PRESERVED ARTIFACTS:

- ancient tools
- sculpture and pottery
- historic buildings

Consider TRADITIONS and RITUALS:

- holidays
- traditional festivals
- parades and other public celebrations

2. Direct Teach Introduce the Big Idea: *Ancient civilizations and powerful empires have shaped the history of India, which today features a blend of modern and traditional cultures.* Ask students what they can tell you about the religions that are practiced in India. As you record their answers on the board, have students speculate about how these different beliefs might impact the ways people in India get along with each other as well as with their neighbors.

3. Practice/Assess/Inquire Have students make a timeline of the history and culture of India. Point out that the intervals on the timeline can mark specific dates as well as general time periods when religions, languages, or other elements of culture were introduced.

4. Explore (Collaborative Exploration) Create on the board a timeline for India that is missing information, and call on students to contribute information from their timelines to complete it.

5. Whole Group Close/Reflect Have students use their timelines to write a chronology of events in the history and culture of India.

*Alternative Assessment Handbook, Rubrics 36: Time Lines; and 37: Writing Assignments


ONLINE DOCUMENT-BASED INVESTIGATION
The Indian Subcontinent

Largest Cities and India: Population are the second and third of four document-based investigations that students will analyze in The Indian Subcontinent. Using the interactive features, students will explore the graph and map of India's population distribution.

Teach the Main Idea

Advanced civilizations and powerful empires shaped the early history of India.

Recall What language was spoken by the Aryans? *Sanskrit*

Identify Under which Mauryan emperor did Buddhism spread throughout much of Asia? *Asoka*

Sequence In what order did these civilizations or empires appear in India: Mauryan, Gupta, Harappan, Mughal, Aryan? *Harappan, Aryan, Mauryan, Gupta, Mughal*

More About ...

Language Connections For years, scholars had known that "parent" languages change into "children" such as Latin evolving into French and Spanish. But in the 1780s William Jones, a British judge in India, made a startling discovery. Jones decided to learn Sanskrit, to help him better understand Indian law. He was amazed to see how closely Sanskrit resembled many European languages, including Latin and Greek. He saw that they all must have descended from one ancient parent language. Jones had discovered the Indo-European language family, in which Russian, German, Italian, Hindi, Farsi (Persian), and Celtic are all considered cousins.

Teach the Main Idea

Powerful empires controlled India for hundreds of years.

Recall Where did Turkish Muslims establish a kingdom in northern India? *Delhi*

Explain How did Britain first gain influence in India? *Mughal rulers granted trading rights to the British East India Company.*

Analyze What did the Mughal emperor Akbar do to encourage peace throughout his empire? *had a policy of religious tolerance, or acceptance*

More About . . .

The Port of Calicut (Kozhikode) The arrival of Portuguese explorer Vasco da Gama at India's port of Calicut in 1498 was a key moment in history. But long before da Gama's visit, Calicut was one of Asia's most important commercial hubs, with huge warehouses and an enlightened free trade policy. It attracted merchants from places such as Arabia, Egypt, Java, and China. In fact, China's famous Treasure Fleet visited in the early 1400s, trading porcelain and silk for spices and the local fabric, which was called "calico." Today, Calicut is a little town on India's western coast, and most people are unaware of its commercial history.

ONLINE INTERACTIVE MAPS

Indian Empires, 250 BC–AD 400

Have students explore the map and answer the associated question.

Place Why is it likely that neither the Mauryan nor the Gupta Empire expanded to the northeast? *The Himalaya Mountains are northeast.*

Ancient Civilizations	Early Empires
<ul style="list-style-type: none">• Around 2300 BC the Harappan civilization begins in the Indus River valley.• Beginning in about 1500 BC, Indo-Aryan language speakers from Central Asia move into the Indus valley, bringing their language, Sanskrit, with them.	<ul style="list-style-type: none">• By 233 BC the Mauryan Empire controls most of the Indian Subcontinent.• Emperor Asoka helps spread Buddhism in India.• Indian trade and culture flourish during the Gupta Empire.



Harappan artifact



Mauryan troops atop a war elephant

Early Empires In about 320 BC a ruler by the name of Chandragupta Maurya united nearly all of northern India, Afghanistan, and parts of Asia into the Mauryan Empire. Under Chandragupta, trade flourished, farming improved, and weights and measures were made standard. Asoka, one of the greatest Mauryan emperors, helped expand the empire and improve trade. Asoka also encouraged the acceptance of other religions. After his death, however, the empire slowly crumbled. Power struggles and invasions destroyed the Mauryan Empire.

After the fall of the Mauryan Empire, India split into many small kingdoms. Eventually, a strong new empire gained **influence**. In the AD 300s the Gupta Empire united much of northern India. Under Gupta rulers, trade and culture thrived. Scholars made important advances in math, medicine, and astronomy. Indian mathematicians, for example, first introduced the concept of zero.

Gradually, the Gupta Empire also declined. Attacks by invaders, such as the Huns or Hunas from Central Asia, weakened the empire. By about 550, India was once again divided.

Powerful Empires

Powerful empires controlled India for much of its history. First the Mughal Empire and then the British Empire ruled India for hundreds of years.

The Mughal Empire In the late 600s Muslim armies began launching raids into India. Some Muslims tried to take over Indian kingdoms.

Academic Vocabulary
influence the ability to change, or have an effect on

Reading Check
Summarize
How did early civilizations and empires influence India?

882 Module 27

READING CHECK

Summarize How did early civilizations and empires influence India? *Early civilizations influenced India's language, religious beliefs, customs, scientific knowledge, and social system.*

ONLINE GRAPHIC ORGANIZER

India

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Summarize How did early civilizations and empires influence India? *Early civilizations influenced India's language, religious beliefs, customs, scientific knowledge, and social system.*

ONLINE LESSON FLIP CARDS

Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **Delhi, colony, partition, Hinduism, Buddhism, Jainism, Sikhism, caste system, Mumbai (Bombay), Kolkata (Calcutta), urbanization, green revolution.**

Turkish Muslims, for example, established a powerful kingdom at **Delhi** in northern India. In the 1500s a new group of Muslim invaders swept into the subcontinent. Led by the great warrior Babur (BAH-boohr), they conquered much of India. In 1526 Babur established the Mughal (MOO-guhl) Empire.

Babur's grandson, Akbar, was one of India's greatest rulers. Under Akbar's rule, trade flourished. Demand for Indian goods such as spices and tea increased. The Mughal Empire grew rich from trade.

Akbar and other Mughal rulers also promoted culture. Although the Mughals were Muslim, most Indians continued to practice Hinduism. Akbar's policy of religious tolerance, or acceptance, encouraged peace throughout his empire. Architecture also thrived in the Mughal Empire. One of India's most spectacular buildings, the Taj Mahal, was built during Mughal rule.

The British Empire The Mughals were not the only powerful empire in India. As early as the 1500s, Europeans had tried to control parts of India. One European country, England, rose to power as the Mughal Empire declined.

The English presence in India began in the 1600s. At the time, European demand for Indian goods, such as cotton and sugar, was very high. Mughal rulers granted the East India Company, a British trading company, valuable trading rights.

The Mughal Empire	The British Empire
<ul style="list-style-type: none"> Babur establishes the Mughal Empire in northern India in 1526. Indian trade, culture, and religion thrive under the rule of Akbar the Great. By 1700 the Mughal Empire rules almost all of the Indian Subcontinent. 	<ul style="list-style-type: none"> The East India Company establishes trade in northern India in the early 1600s. Indian troops trigger a massive revolt against the East India Company. The British government takes direct control of India in 1858. India and Pakistan gain independence in 1947.



The first Mughal emperor, Babur



Indian troop in the British army

The Indian Subcontinent 883

ONLINE INTERACTIVE VISUALS

Image Compare: Mughal Empire

Have students explore and compare the images using the interactive slider. You may wish to use the associated question as a discussion prompt.

Analyze Visuals What can you infer from these two examples of art from the Mughal Empire?

Artists and artisans in the Mughal Empire were highly skilled.

Babur, founder of the Mughal Empire, was the grandfather of Akbar, one of India's greatest rulers.

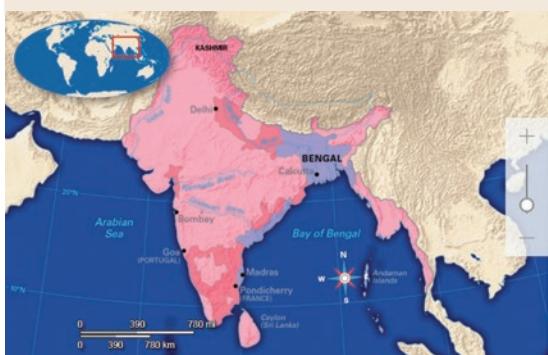


ONLINE INTERACTIVE MAPS

The British in India, 1768–1858

Have students explore the map and answer the associated question.

Place What city did the British control in 1767?
Calcutta



ADVANCED/GIFTED

The Taj Mahal

1. Have students use traditional print resources or the Internet to research the Taj Mahal. Direct them to create a poster on one of these topics: history of the Taj Mahal; architecture of the complex, including its gardens; biographies of the Mughal emperor Shah Jahan and/or his wife, Mumtaz Mahal.

2. Have students present their posters to the class.

*Alternative Assessment Handbook, Rubrics 24: Presentations; and 28: Posters



ONLINE HISTORICAL SOURCE

Gandhi's "Quit India" Speech

Have students examine the portion of Gandhi's "Quit India" speech. You may wish to use the associated question as a discussion prompt.

Analyze Sources Why does Gandhi mention the Russian and French revolutions in his speech? *to draw a contrast between these events and the democratic revolution he says will result from his strategy of nonviolence*

HISTORICAL SOURCE

Gandhi's "Quit India" Speech

On August 8, 1942, Indian independence leader Mohandas Gandhi delivered this speech before the All India Congress Committee. At the time, the committee was considering a resolution demanding that the British "quit" or leave, India.



Historical Source

Gandhi's "Quit India" Speech

On August 8, 1942, Indian independence leader Mohandas Gandhi delivered this speech before the All India Congress Committee. At the time, the committee was considering a resolution demanding that the British "quit," or leave, India.

As you read, look for main ideas and details related to how Gandhi thinks India should achieve independence.

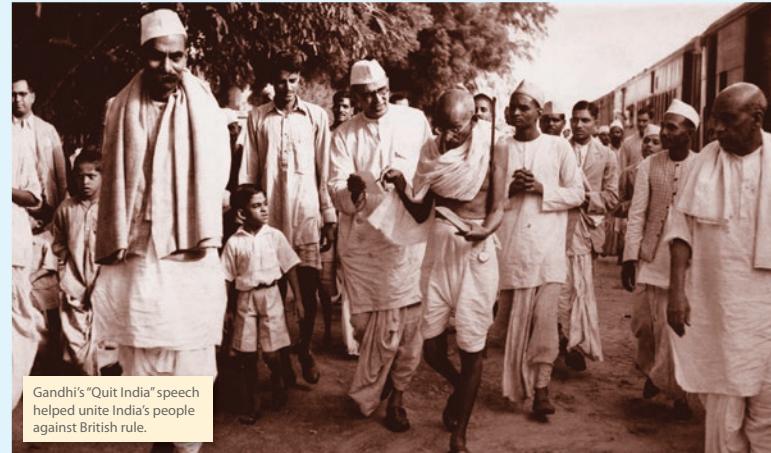
Here, Gandhi refers to two violent revolutions that did not result in a lasting democracy, the French Revolution (1789–1799) and the Russian Revolution (1917).

Ours is not a drive for power, but purely a non-violent fight for India's independence. In a violent struggle, a successful general has been often known to effect a military coup¹ and to set up a dictatorship. But under the Congress scheme of things, essentially non-violent as it is, there can be no room for dictatorship. A non-violent soldier of freedom will covet nothing for himself, he fights only for the freedom of his country. . . .

I believe that in the history of the world, there has not been a more genuinely democratic struggle for freedom than ours. I read Carlyle's French Revolution while I was in prison, and Pandit Jawaharlal has told me something about the Russian revolution. But it is my conviction that in as much as these struggles were fought with the weapon of violence they failed to realize the democratic ideal. In the democracy which I have envisaged², a democracy established by non-violence, there will be equal freedom for all. Everybody will be his own master. It is to join a struggle for such democracy that I invite you today.

¹ military coup a sudden seizure of political power by a nation's armed forces

² envisaged imagined



Analyze Historical Sources

Why does Gandhi mention the Russian and French revolutions in his speech?

884 Module 27

SPECIAL NEEDS STUDENTS

Mughal and British Empire Timeline

1. Draw a timeline on the board and have students copy it. Then read aloud the information on the Mughal and British Empires. Pause after each sentence that has a date, and call on students to paraphrase what happened at that time. Correct or augment student comments. Then have students enter the date and caption on their timelines.

2. When the reading is done, review each event.

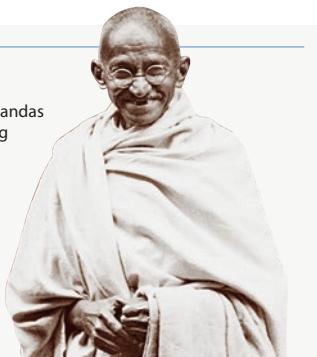
*Alternative Assessment Handbook, Rubric 36: Timelines

BIOGRAPHY**Mohandas Gandhi** (1869–1948)

Considered by many to be the founder of modern India, Mohandas Gandhi led the struggle for Indian independence. As a leading member of the Indian National Congress, Gandhi introduced a policy of nonviolent resistance to British rule. He led millions in fasts, peaceful protest marches, and boycotts of British goods. His devotion to nonviolence earned him the name *Mahatma*, or "Great Soul." Gandhi's efforts proved successful. In 1947 India won its independence from Britain.

Draw Conclusions

Why did people call Gandhi *Mahatma*?


Reading Check
Analyze
 How did powerful empires affect Indian history?

At first, the East India Company controlled small trading posts. However, the British presence in India gradually grew. The East India Company expanded its territory and its power. By the mid-1800s the company controlled more than half of the Indian Subcontinent. India had become a British **colony**, a territory inhabited and controlled by people from a foreign land.

British rule angered and frightened many Indians. The East India Company controlled India with the help of an army made up mostly of Indian troops commanded by British officers. In 1857 Indian troops revolted, triggering violence all across India. The British government crushed the rebellion and took control of India away from the East India Company. With that, the British government began to rule India directly.

Independence and Division

By the late 1800s many Indians had begun to question British rule. They were upset about being treated as second-class citizens. This resentment led to the rise of nationalism, or devotion and loyalty to one's country. In 1885 a group of Indians created the Indian National Congress. Their goal was to gain more rights and opportunities.

As more and more Indians became dissatisfied with British rule, they began to demand independence. Mohandas Gandhi was the most important leader of this Indian independence movement. During the 1920s and 1930s, his strategy of nonviolent protest convinced millions of Indians to support independence.

Finally, Great Britain agreed to make India independent. However, tensions between the Hindu and Muslim communities caused a crisis. India's Muslims, fearing they would have little say in the new government, called for a separate nation.

In part to avoid a civil war, the British government agreed to the **partition**, or division, of India. In 1947 two countries were formed. India was mostly Hindu. Pakistan, which included the area that is now Bangladesh,

The Indian Subcontinent 885

CONNECT TO CIVICS**Civil Disobedience**

1. Write the following definition of civil disobedience for the class to see: "the refusal to obey civil laws viewed as unjust, usually by using nonviolent methods, and readiness to accept legal consequences for this refusal." Discuss the quote with students, to check that they understand it.
2. Tell students that Mohandas Gandhi used civil disobedience to gain rights for Indians. Point out that Gandhi's ideas inspired two other great nonviolent leaders, African American civil rights leader Martin Luther King Jr. and Mexican American labor activist Cesar Chavez.

3. Have students choose one of these leaders to research and make a collage about his life. The collage should have visuals such as photos and a map. It should also include information on the unjust laws the leader protested and the civil disobedience methods he used, such as protest marches, strikes, and boycotts.
4. Display students' collages, and guide the class in a discussion comparing and contrasting the lives and legacies of these leaders.

*Alternative Assessment Handbook, Rubrics 8: Collages; and 30: Research

Teach the Main Idea

Independence from Great Britain led to the division of India into several countries.

Identify Name the two Muslim countries that were formed from India after the partition of 1947.
Pakistan and Bangladesh

Draw Conclusions

Why did Mohandas Gandhi choose nonviolence as a way to gain independence for India? *Possible answers: He had no army; he thought the British army would not attack unarmed civilians; he did not believe in killing.*

More About . . .

Connect to Literature Two of England's best-known authors, Rudyard Kipling (1865–1936) and George Orwell (1903–1950), were born in India when it was a British colony. Kipling, who won the Nobel Prize for Literature in 1907, wrote works that glorified the British military in colonial India and Burma. He also wrote works for children, including *The Jungle Book* (1894). Orwell's attitude toward the British in India was the opposite of Kipling's. Early in life, Orwell became disillusioned with colonial rule and harshly criticized British imperialism. His best-known works are the political satires *Animal Farm* (1945) and *Nineteen Eighty-Four* (1949).

BIOGRAPHY**Mohandas Gandhi**

Have students read the biography of Mohandas Gandhi and then answer the associated question.

Draw Conclusions Why did people call Mohandas Gandhi *Mahatma*? *because of his devotion to nonviolence*

**ONLINE INTERACTIVE MAPS****The Indian Subcontinent, 1947**

Have students explore the map and answer the associated question.

Location Which Muslim country, divided into two states, bordered India on the east and the west?
Pakistan

READING CHECK

Analyze How did powerful empires affect Indian history? *Foreign empires influenced India's culture, made India a trading center, built great buildings such as the Taj Mahal, and angered some Indians, causing them to rebel.*

For additional instruction, go to end of lesson.

Teach the Main Idea

Indian culture is shaped by many things, including religion and a caste system.

Define What is nirvana? *a state of perfect peace that Buddhists hope to achieve*

Recall Who believes that everything in the universe is part of a single spirit called Brahman? *Hindus*

Compare What is one belief that both Hindus and Buddhists share? *reincarnation*

Identify Who are the Dalits? *the “untouchable” caste who were restricted to jobs that were unpleasant and seen as impure*

More About . . .

Sikhism Sikhism is the fifth-largest organized religion in the world. The word *Sikh* means “learner” in Punjabi, the language spoken in India’s Punjab region. As a sign of living in harmony with God, many Sikhs do not cut their hair. In addition, many Sikh men and women cover their heads at all times as a mark of their faith. Many men—and some women—wear turbans to symbolize discipline, integrity, humility, and spirituality. The turban is an integral part of the Sikh faith, not merely a fashion accessory.

READING CHECK

Identify Cause and Effect What were the effects of Indian independence from Great Britain? *India was partitioned into India and Pakistan, resulting in a large migration of Muslims and Hindus; Sri Lanka and Maldives gained independence; later, a civil war caused Pakistan to split into Pakistan and Bangladesh.*

The Partition of India

Following the partition, riots claimed the lives of as many as 1 million Indians and created a massive refugee crisis. Hindus and Muslims who found themselves on the wrong side of the new border crowded onto trains that would take them to their new homelands in India and Pakistan.



Reading Check
Identify Cause and Effect What were the effects of Indian independence from Great Britain?

was mostly Muslim. As a result, some 10 million people rushed to cross the border. To avoid religious persecution, Muslims and Hindus wanted to live in the country where their religion held a majority.

Soon after India and Pakistan won their independence, other countries in the region gradually did, too. Sri Lanka and Maldives gained their independence from Great Britain. In 1971, after a bloody civil war that killed almost 1 million people, East Pakistan broke away from Pakistan to form the country of Bangladesh.

Indian Culture

India's rich culture has been shaped by many factors. History, geography, language, the arts, and interactions with other cultures have all played a part. So too have religion and a social class system.

Religion Religion has played a very important role in Indian history. In fact, India is the birthplace of several major religions, including Hinduism and Buddhism.

One of the world's oldest religions is **Hinduism**, the dominant religion of India. According to Hindu beliefs, everything in the universe is part of a single spirit called Brahman. Hindus believe that their ultimate goal is to reunite their souls with that spirit. Hinduism teaches that souls are reincarnated, or reborn, many times before they join with Brahman.

Another Indian religion is Buddhism, which began in northern India in the late 500s BC. **Buddhism** is a religion based on the teachings of Siddhartha Gautama—the Buddha. According to the Buddha's teachings,

people can rise above their selfish desires and reach nirvana. Nirvana is a state of perfect peace in which suffering and reincarnation end.

An ancient religion, **Jainism** teaches nonviolence as a way of life. Jains are vegetarians who believe in the importance of every living thing. They are also taught not to steal, lie, or own property.

Sikhism (SIK-iz-uhm) is the youngest of India's major religions. A blending of ideas from Hinduism and Islam, **Sikhism** embraces equality for all, belief in one God, service to humanity, and honest labor. The religion developed from the teachings of the Guru Nanak in the 1400s.

Caste System India's class system began to develop in ancient times. Over many centuries, a complex social order emerged. This social order, often called the **caste system**, divided Indian society into hundreds of groups based on a person's birth or occupation. The social classes, or castes, had different rules about how their members could interact with people from other castes. One group, the Dalits, was restricted to jobs that were unpleasant and seen as impure. Although caste discrimination is banned today in India, Dalits still often face obstacles.

Daily Life in India

About 1.3 billion people live in India today. This huge population represents modern India's many different ethnic groups, religions, and ways of life. Despite these many differences, city life, village life, and religion all help unite the people of India.

Cities Millions of Indians live in large, bustling cities. In fact, India's three largest cities—**Mumbai (Bombay)**, Delhi, and **Kolkata (Calcutta)**—are among the world's most populous cities. Many people in Indian cities work in factories and offices. Some cities, like Bangalore and Mumbai, are home to universities, research centers, and high-tech businesses. Most city dwellers, however, struggle to earn a living. Those who live in slums often live in makeshift shacks with no plumbing and little access to clean water.

Villages Most Indians still live in rural areas. Hundreds of thousands of villages are home to more than 70 percent of India's population. Most villagers work as farmers and live with an extended family in simple homes.

Religious Practice Religious celebrations are an important part of life in Indian cities and villages. One of India's most popular holidays is Diwali. Called the "Festival of Lights," Diwali is a New Year celebration marked by gift giving and family gatherings. As part of the festival, Hindus light small oil lamps that symbolize the victory of good over evil.

Vaisakhi is one of the most popular days on the Sikh calendar. The holiday originated as a harvest festival in Punjab. All Punjabis celebrate the day with parades, dancing, and singing. For Sikhs, however, Vaisakhi also has special religious significance. It marks the Sikh New Year and honors the establishment of the *Khalsa*, or the community of initiated Sikhs.

Reading Check
Contrast How does life differ in Indian cities and villages?

The Indian Subcontinent 887

ANALYZE INFORMATION

More about India's People

- Tell students that India is divided into 29 states, much like the United States. Point out that besides many religious traditions, India has more than 1,500 languages and dialects and a variety of ethnic groups.
- Have students research one of India's 29 states and prepare a report to present to the class. The report should include information such as:
 - where the Indian state is located, what its climate is like, and its largest city

- the state's predominant languages, ethnic groups, and religious beliefs
- major industries and general economic conditions
- interesting landmarks, cultural traditions, or historical facts
- famous people or local heroes

- Have students present their reports to the class. Then discuss the similarities and differences among India's states.

*Alternative Assessment Handbook, Rubrics 29: Presentations; and 30: Research

Teach the Main Idea

Daily life in India is centered around cities, villages, and religion.

Recall What Indian festival celebrates the beliefs of Hinduism, Sikhism, and Jainism? *Diwali*

Identify Name India's two largest cities. *Mumbai (Bombay) and Kolkata (Calcutta)*

Elaborate What are the cities of Mumbai and Bangalore like? *They are home to research centers, universities, and high-tech businesses; most city-dwellers struggle to earn a living and many live in shacks.*

More About ...

Food in India Most Indians eat two or three meals each day. Rice is a feature of most meals in eastern and southern India, while a flat wheat bread called *chapati* is eaten in the north and northwest. A pureed legume, called *dal*, is generally mixed with a few vegetables and, depending on income, a small bowl of yogurt. Chiles and other spices are added to give extra flavor to these simple dishes. Meat is rarely consumed, except on holidays. Fish, milk, and fruits and vegetables are common parts of many meals. Tea is popular in the north and east, while coffee is more popular in the south.

ONLINE DOCUMENT-BASED INVESTIGATION

Largest Cities

Have students explore the graph using the interactive features and answer the associated question.

Analyze Sources What percentage of India's population lives in the three cities on the bar graph? *The three cities from India shown on the bar graph have a total population of a little bit under 63 million people. With India's total population at 1.3 billion, these cities contain just under 5 percent of India's total population.*

READING CHECK

Analyze How do religion and the caste system influence Indian culture? *Possible answer: Hinduism and Buddhism offer spiritual goals to the people of India, while the caste system divides Indian society into unique social classes.*

READING CHECK

Contrast How does life differ in Indian cities and villages? *Some people in the city work in high-tech jobs, but others live in shacks and struggle to earn a living. Most villagers work as farmers and live with extended families.*

Teach the Main Idea

Today, India faces many challenges, including a growing population and economic development.

Define What is urbanization? *increase in the percentage of people who live in cities*

Recall What is India's per capita gross domestic product (GDP)? *about \$3,100 per capita, or per person*

Interpret If India is one of the world's top five industrial countries, how can its per capita GDP be so low? *Possible answer: Income from its total economic output is averaged over more than 1 billion people.*

More About . . .

India's Population Trends More babies are born in India every year than in any other country. Many experts believe India will surpass China as the world's most populous country by about 2050. Although India's fertility rate is about half of what it was in the mid-1960s, India's population is growing about 1.4 percent each year. This is about 140 percent higher than China's population growth rate.

Connect to Science: The Green Revolution The term "Green Revolution" is not unique to India's agricultural modernization programs. It often refers to scientific efforts that have dramatically increased cereal-grain yields in developing countries. These increases have been due in large part to the introduction of genetically improved varieties of grains. Mexico was the first country in which a "Green Revolution" happened in the 1940s, when researchers developed disease-resistant wheat that resulted in very high yields when properly fertilized and irrigated. American plant breeder Norman E. Borlaug won the 1970 Nobel Peace Prize for his leadership of the Mexican wheat research team.

ONLINE INTERACTIVE VISUALS

Image with Hotspots: Diwali: The Festival of Lights

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

Analyze Visuals What elements of Indian daily life do you see in the illustration? *use of oil lamps, clothing styles, chalk designs decorating homes, spending time with family and friends*

Focus on Culture

Diwali: The Festival of Lights

Diwali, or the "Festival of Lights," is one of the most important celebrations in India. A variety of activities on each of the five days of Diwali celebrate Hindu, Sikh, and Jain beliefs.



Analyze Visuals

What elements of Indian daily life do you see in the illustration?

India's Challenges

India has undergone drastic changes since gaining independence. Today, the country faces several major challenges, such as dealing with a growing population and managing its economic development.

Population With about 1.3 billion people, India is the world's second most populous country. Only China has a larger population. India's population has grown rapidly, more than tripling since 1947. This huge population growth places a strain on India's environment and many of its resources, including food, housing, and schools. A combination of population growth and industrial expansion has led to dangerous levels of air pollution, which kills over a million people in India each year.

India's cities are particularly affected by the growing population. As the country's population has grown, urbanization has taken place. **Urbanization** is the increase in the percentage of people who live in cities. Many millions of people have moved to India's cities in search of jobs.

Government and Economy Since India gained independence, its leaders have strengthened the government and economy. Today, India is the world's largest democracy and one of the strongest nations in Asia.

888 Module 27

ENGLISH LANGUAGE LEARNERS

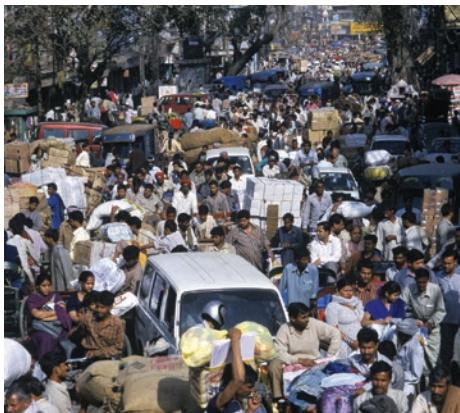
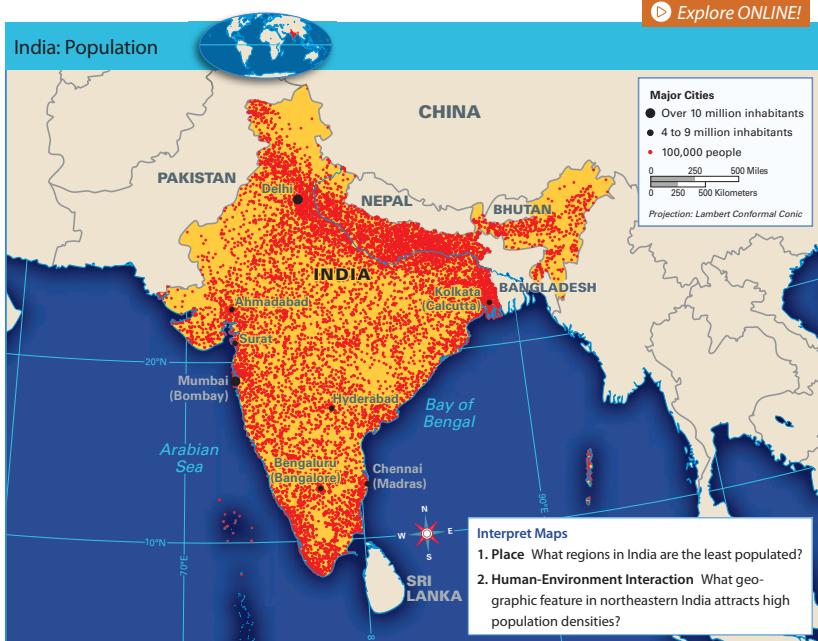
Building Words

- To help students gain a greater understanding of the vocabulary in this lesson, display the word *urbanization* and read a definition of the word. Then display *urbanize* and *urban* and help the students define these words as well.
- Draw a three-column chart. Write the word *modern* in the first column and help students define the word. Then do the same for *modernize* and *modernization* in the next two columns.
- Add these headings to the table: *Adjective, Verb, and Noun*. Explain that *-ize* turns an adjective into a verb and *-ization* turns an adjective into a noun.

Help the class think of other words that may follow this pattern, and add them to the chart.

- Make another three-column chart and label the columns *Noun, Verb, and Noun*. Explain that a similar pattern can be used with some nouns. Use *colony, colonize*, and *colonization* as an example, and help the class think of other words that may follow this pattern.
- With students' input, write two sentences that use vocabulary words from the chart in context. Ask students to read the sentences aloud.

*Alternative Assessment Handbook, Rubric 1: Acquiring Information



Streets like this one in Delhi are crowded due to India's rapid urbanization.

The greatest challenges facing India's government are providing for a growing population and resolving conflicts with its neighbor, Pakistan. Both India and Pakistan have nuclear weapons.

India's gross domestic product (GDP) places it among the world's top five industrial countries. However, millions of Indians live in poverty. The country's per capita, or per person, GDP is only about \$6,100.

India's government has taken steps to reduce poverty. In the 1960s and 1970s the **green revolution**, a program that encouraged farmers to adopt modern agricultural methods, helped farmers produce more food. Recently, the government has succeeded in attracting many information technology (IT) businesses

ONLINE DOCUMENT-BASED INVESTIGATION

India: Population

Have students explore the map using the interactive features and answer the associated questions.

Analyze Sources What is notable about the area to the northeast, around the Ganges River? *It has a high population density due to fertile farmland.*

In print edition, see map of same title.

1. Place What regions in India are the least populated? *the north, bordering China; the west, bordering Pakistan*

2. Human-Environment Interaction What geographic feature in northeastern India attracts high-population densities? *fertile farmland along the Ganges River*



STRUGGLING READERS

Population Problems

1. Have students work in small groups to review the information and map about India's population. Tell students that the population of the United States is roughly 325 million, while India's is 1.3 billion. However, the United States is roughly three times larger in size than India.

2. Assign students to work in small groups to review the text and list the problems created by India's population density, especially in the areas of the environment, sanitation, housing, food, education, and transportation.

3. Have groups share their lists with the class and discuss.

*Alternative Assessment Handbook, Rubric 11: Discussions

GEOGRAPHIC FEATURE

Bollywood

Have students read the text and explore the image. You may wish to use the associated question as a discussion prompt.

Analyze Visuals How might the film industry affect India's economy? *Possible answer: Because many people work in the movie industry, and its movies are popular overseas, it is likely a boon to India's economy.*

In print edition, see Connect to Economics of same title.

READING CHECK

Find Main Ideas What are India's government and economy like? *The government is a democracy and the economy is one of the world's largest, although per capita GDP is small.*

Print Assessment

Review Ideas, Terms, and Places

1. a. **Identify** What different peoples ruled India?
Harappan, Aryan, Mauryan, Gupta, Mughal, British
- b. **Analyze** How did these early civilizations and empires influence Indian culture? *They influenced India's language, religious beliefs, customs, scientific knowledge, and social system.*
2. a. **Describe** What were some accomplishments of the Mughal Empire? *increased trade, promoted culture, practiced religious tolerance, built the Taj Mahal*
- b. **Predict** How might Indian history have been different if the British had not ruled India?
Possible answers: India might have remained under Mughal rule longer; India might have gained independence sooner.
3. a. **Recall** Who was the leader of India's independence movement? *Mohandas Gandhi*
- b. **Explain** What led to the partition of India?
Muslims who were afraid that they would have little say in an independent India persuaded the British to partition India.
4. a. **Define** What is the caste system? *a social class system that divides people into groups based on birth or occupation*
- b. **Elaborate** Why do you think India is home to some of the world's oldest religions? *Possible answers: People have lived there a long time; the beliefs of different people who migrated or conquered the region mixed well with those who already lived there.*

Connect to Economics

Bollywood

One of India's largest industries is its moviemaking industry. Much of India's film industry is located in Mumbai (Bombay). Many people refer to the industry as Bollywood—a combination of Bombay and Hollywood. Bollywood produces more films each year than any other country. In fact, India produces over three times the number of films produced in the United States. In recent years, Bollywood films have become increasingly popular outside of India—particularly in the United Kingdom and the United States.



Draw Conclusions

How might the film industry affect India's economy?

Reading Check

Find Main Ideas
What are India's government and economy like?

to India. This specialization is now an important part of India's economy. Indian entrepreneurs, or business operators, have built companies that export IT to other countries. Many U.S. companies hire Indian software programmers to work on projects.

Summary and Preview In this lesson you learned about India's history and its society today. Next you will learn about India's neighbors on the subcontinent.

Lesson 2 Assessment

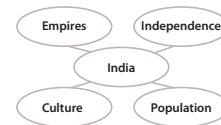
Review Ideas, Terms, and Places

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Possible answers: People have lived there a long time; the beliefs of different people who migrated or conquered the region mixed well with those who already lived there.

6. a. **Recall** What is urbanization? What is one cause of urbanization?
Elaborate Why do you think India is home to some of the world's oldest religions?
- b. **Make Inferences** How did the green revolution affect India's economy?
Predict What effects might India's growing population have on its resources and environment in the future?

Critical Thinking

7. **Find Main Ideas** Using your notes and the web diagram, write the main idea for each element of historical and present-day India.



890 Module 27

5. a. **Explain** What is the significance of Diwali? Vaisakhi? *Hindus light small oil lamps that symbolize the victory of good over evil; Sikhs honor the establishment of the Khalsa, or the community of initiated Sikhs.*
- b. **Compare and Contrast** In what ways are Indian cities similar to cities in the United States? How are they different from U.S. cities?
Possible answers: similar—Many people in both countries' cities are poor; different—Many people in India's cities live in shacks and have no plumbing or clean water, unlike in the United States.
- c. **Elaborate** Why do you think that a majority of Indians live in villages?
Possible answers: tradition, fertile farmland, cities are too crowded
6. a. **Recall** What is urbanization? What is one cause of urbanization?
an increase in

the percentage of people who live in cities; people have moved to cities to find jobs

- b. **Make Inferences** How did the green revolution affect India's economy?
Possible answer: helped farmers produce more food, so that less food needed to be imported and more could be available to export

- c. **Predict** What effects might India's growing population have on its resources and environment in the future?
Possible answer: Resources might become more scarce; the environment might be harmed.

Critical Thinking

7. **Find Main Ideas** Using your notes and the web diagram, write the main idea for each element of historical and present-day India.
Students' main ideas for each element will vary, but they should reflect the main ideas about India's past and present.

► Online Assessment

1. Which of the following helped lead to the decline of the Gupta Empire?

- a series of destructive floods
- a series of attacks by invaders
- a number of power struggles among leaders
- an interruption of trade along several major routes

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

The **Gupta Empire** was weakened by attacks by invaders, such as the Huns or Hunas from Central Asia.

2. How did the East India Company control India?

- by making Indian farmers contribute half of their crops each year
- by allowing local Indian leaders to govern various regions
- by forcing Indian workers to labor in textile factories
- by using an army made up of mostly Indian troops

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

The East India Company controlled India with the help of

Indian troops

3. Why did the British government agree to the partition of India?

- to avoid a civil war
- to punish nationalists
- to reward Muslim allies
- to establish a Hindu homeland

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

In part to avoid a civil war, the British government agreed to **the partition of India**.

4. How are Hindus and Buddhists similar?

- They share a belief in reincarnation.
- They share a belief in social equality.
- They share a desire to free their souls.
- They share a desire to end personal suffering.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Hinduism and **Buddhism** began in India, and these religions share a belief in reincarnation.

5. Which of the following statements about present-day India is accurate?

- India has few large cities.
- Most Indians live in villages.
- India has few modern industries.
- Most Indians graduate from college.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Most people in present-day India **live in villages**.

6. How has India's industrial expansion had a harmful effect on the country?

- by increasing levels of air pollution
- by increasing the unemployment rate
- by decreasing the gross domestic product
- by decreasing levels of agricultural production

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

A combination of population growth and **industrial expansion** has led to dangerous levels of air pollution in India.

7. **Compare and Contrast** How were the rules of Chandragupta and Asoka similar and different? Describe one similarity and one difference.

Both Chandragupta and Asoka helped trade to improve within the Mauryan Empire. Asoka, unlike Chandragupta, encouraged the acceptance of other religions.

8. **Summarize** How did Akbar's rule affect the Mughal Empire?

Under Akbar's leadership, the Mughal Empire grew rich from trade as the demand for Indian goods such as spices and tea increased. He also instituted a policy of religious tolerance, which was important because the Mughals were Muslims and most Indians were Hindus.

9. **Make Inferences** Why did Gandhi's use of nonviolent protests convince millions of people to support independence?

People were likely attracted to the effectiveness of these nonviolent protests, which is evidenced by Great Britain eventually granting India its independence. Also, the use of nonviolent protests likely made people feel that they could support independence without risking their personal safety.

10. **Summarize** How did the caste system affect Indian society?

The caste system created social divisions within Indian society. Under the caste system, people were placed into one of hundreds of groups based on their birth or occupation. Each caste had different rules about how its members could interact with members of other groups.

11. **Compare and Contrast** How are Diwali and Vaisakhi similar and different? Describe one similarity and one difference.

Diwali and Vaisakhi are both New Year celebrations. While Diwali celebrates Hindu, Sikh, and Jain beliefs, Vaisakhi has religious significance only to Sikhs.

12. **Summarize** How has India's government attempted to reduce poverty? Describe two ways.

In the 1960s and 1970s, the government operated a program that encouraged farmers to adopt modern agricultural methods to help them produce more food, thus raising their incomes. Recently, the Indian government has been able to attract many information technology businesses to the country, which has increased employment in some areas.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 882

COLLABORATIVE LEARNING

Holidays in India

1. Ask students what they know about holidays celebrated in India.
2. Divide the class into groups of several students. Tell the groups to use the Internet or library to research a holiday in India and prepare an oral presentation on it. In order to cover all the available holidays, you may want to assign one to each group or ask each group to choose from a list, eliminating each until all are taken.
3. Have groups present their work to the class. After all groups present, have students discuss how holidays in India are similar to and different from those in the United States.

*Alternative Assessment Handbook, Rubrics 14: Group Activity; and 24: Oral Presentations

continued from page 885

TIERED ACTIVITY

Mohandas Gandhi

Below Level—Students will research the origins of Mohandas Gandhi’s belief in nonviolent protest and determine its impact on the independence movement in India. Students should present their findings in a written report.

At Level—Going beyond the Below Level activity, students should:

- examine Gandhi’s views on human rights in general, in particular with regard to the caste system, women’s rights, and freedom/personal responsibility
- determine how these views have been integrated into modern Indian society
- cite at least three reliable sources, including one print source

Above Level—Going beyond the Below Level and At Level activities, students should:

- relate Gandhi’s views to the United Nations Universal Declaration of Human Rights
- speculate on Gandhi’s opinion about the state of the world regarding the issues he championed



India's Neighbors



► Online Lesson 3 Enrichment Activities

Malala Yousafzai

Video Students watch a video about Malala Yousafzai and her efforts to promote education for girls in Pakistan. Then they write a journal entry about education.

Watch Channel One News



PLAY VIDEO 5:29

Malala Yousafzai



The Cyclone of 1970

Article Students read an article about the devastating cyclone of 1970 and its effects on Bangladesh. Then they prepare a press release about the storm.

India's Neighbors

The Big Idea

Despite cultural differences, the countries that border India share similar challenges.

Main Ideas

- Many different ethnic groups and religions influence the culture of India's neighbors.
- Rapid population growth, ethnic conflicts, and environmental threats are major challenges to the region today.

Key Terms and Places

Sherpas
Kashmir
Dhaka
Kathmandu

Reading Check
Contrast
In what ways are the cultures of this region different?

If YOU lived there ...

You live in the mountainous country of Bhutan. For many years, Bhutan's leaders kept the country isolated from outsiders. Recently, they have begun to allow more tourists to enter the country. Some of your neighbors believe that tourism will greatly benefit the country. Others think it could harm the environment.

How do you feel about tourism in Bhutan?

Culture

Five countries—Pakistan, Bangladesh, Nepal, Bhutan, and Sri Lanka—share the subcontinent with India. Though they are neighbors, these countries have significantly different cultures.

People The cultures of the countries that border India reflect the customs of many ethnic groups. For example, the **Sherpas**, an ethnic group from the mountains of Nepal, often serve as guides through the Himalayas. Members of Bhutan's largest ethnic group originally came from Tibet, a region in southern China. Many of Sri Lanka's Tamil (TA-muhl) people came from India to work the country's huge plantations.

Religion As you can see on the map on the next page, a variety of religions exist on the Indian Subcontinent. Most countries, like India, have one major religion. In Pakistan and Bangladesh, for example, most people practice Islam, and small portions of the population follow Hinduism, Christianity, and tribal religions. In Nepal, the dominant religion is Hinduism, although Buddhism is practiced in some parts of the country. Buddhism dominates both Bhutan and Sri Lanka.

The Region Today

Like India, the other nations of the subcontinent face a variety of challenges. Two of the greatest challenges are population growth and poverty.

Pakistan One of the greatest challenges Pakistan faces is the lack of government stability. Since its creation in 1947, Pakistan has suffered from rebellions and assassinations of

The Indian Subcontinent 891

Teach the Big Idea

1. Whole Class Open/Introduction

If **YOU** lived there ...

How do you feel about tourism in Bhutan?

Review the scenario with students and lead a class discussion around responses to the question. You may wish to review the following points to frame your discussion.

Consider possible POSITIVE effects:

- could create more jobs
- could bring in more tax money for education and health care
- could help protect important sites

Consider possible NEGATIVE effects:

- could overdevelop land if hotels, restaurants, and other tourist sites are built
- could damage natural landscapes
- could create more pollution and litter

2. Direct Teach Introduce the Big Idea: *Despite cultural differences, the countries that border India share similar challenges.* Ask students to offer their thoughts about the ways the countries that border India are similar to and different from India. Record their answers on the board. Tell them that they will discover which of their ideas are accurate.

3. Practice/Assess/Inquire Where students can see, make a rough cross-section diagram of the Indian Subcontinent. Draw a highland labeled *Nepal* and *Bhutan* on the left, descending to a low plain labeled *Pakistan* and *Bangladesh*, and ending at sea level. Draw two islands labeled *Sri Lanka* and *Maldives* in the sea at the right.

4. Explore (Collaborative Exploration) Have students copy the diagram and labels on their own paper. Have them record information on the diagram about each group of countries. For example, Bangladesh and Pakistan are predominantly Muslim countries with large populations.

5. Whole Group Close/Reflect Have students select one pair of countries and compare and contrast them in an essay.

*Alternative Assessment Handbook, Rubrics 9: Comparing and Contrasting; and 37: Writing Assignments

ONLINE DOCUMENT-BASED INVESTIGATION

The Indian Subcontinent

Poverty Levels in Asia, 2012 is the fourth of four document-based investigations that students will analyze in The Indian Subcontinent. Countries in this region of the world vary significantly as to what percentage of their population lives in poverty. Students can examine the graph and compare poverty levels of different countries.

READING CHECK

Contrast In what ways are the cultures of this region different? *Possible answer: They reflect the many different ethnic groups living in this region, with different customs and religions.*

Teach the Main Idea

Many different ethnic groups and religions influence the culture of India's neighbors.

Recall What religion do most people in Nepal practice? *Hinduism*

Identify What is the name of the ethnic group in Sri Lanka, many of whom came from India and work on its plantations? *Tamil*

Teach the Main Idea

Rapid population growth, ethnic conflicts, and environmental threats are major challenges to the region today.

Identify What problems in Nepal are caused by tourists? *trash, using valuable resources*

Recall What has Pakistan's government been like in recent years? *unstable*

Identify Cause and Effect Why has Bhutan been isolated for much of its history? *because it is located in rugged mountains*

More About . . .

Link to Today: Disputed Territory The beautiful, mountainous region of Kashmir has been the focus of a territorial dispute between India and Pakistan since 1947, when they each gained independence from the British. Bordered on the west by Pakistan, on the north and east by China, and on the south by India, Kashmir first captured European attention in the 1800s for the extremely warm, soft wool of its cashmere goats. Anxiety over the territorial dispute has mounted since India and Pakistan became nuclear powers. However, in November 2003, after many wars and conflicts, the two countries agreed to a ceasefire.

ONLINE INTERACTIVE MAPS

Religions of the Indian Subcontinent

Have students explore the map using the interactive features and answer the associated questions.

Place Which religion dominates Pakistan? *Islam*

In print edition, see map of same title.

1. Place Which religion dominates Pakistan? *Islam*

2. Location What generalization can you make about where Jainism and Sikhism are practiced on the subcontinent?

Both religions are mainly practiced within India.

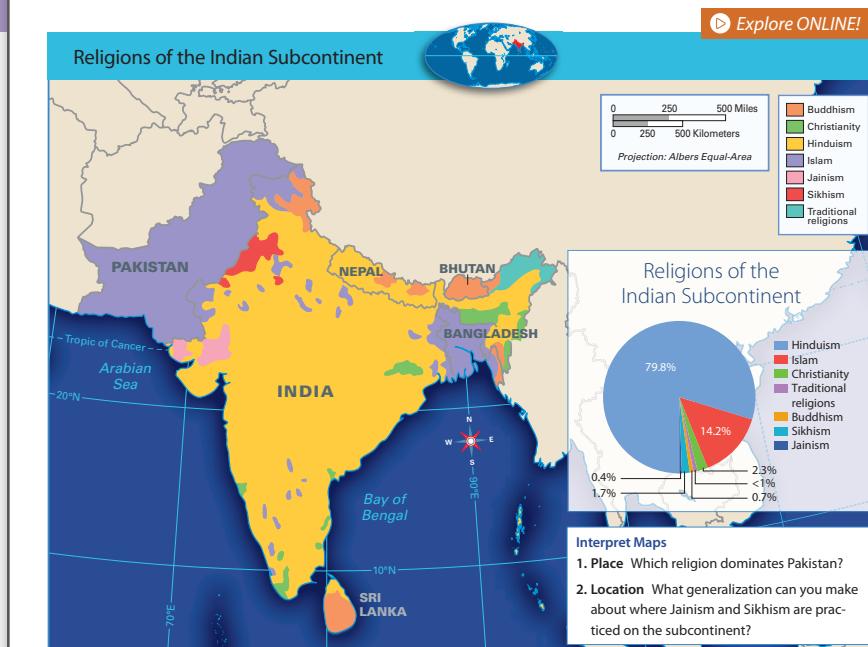
ONLINE INTERACTIVE GRAPHS

Religions of the Indian Subcontinent

Have students explore the graph and answer the associated question.

Which religion is practiced by more than half of the Indian Subcontinent? *Hinduism*

In print edition, see map of same title.



government leaders. In 2001 General Pervez Musharraf came to power in a military coup. Under pressure from protesters calling for democracy, Musharraf resigned in 2008. Pakistanis then elected Asif Ali Zardari as president. He stepped down after five years, becoming the first democratically elected president of Pakistan to complete a full term in office.

Another challenge is Pakistan's rapid population growth. The country's government struggles to manage resources and to reduce poverty.

Relations with India are another important issue in Pakistan today. Since the partition in 1947, the two countries have clashed over the territory of **Kashmir**. Both India and Pakistan claim control of the region. Today, Pakistan controls western Kashmir, while India controls the east. Armed troops from both countries guard a "line of control" that divides Kashmir.

Since 2001 Pakistan has aided the United States in its war on terrorism. Pakistan's military has arrested hundreds of terrorists and provided information about suspected terrorists. Despite this crackdown, however, many people believe that there are still terrorists within Pakistan's borders.

Bangladesh Bangladesh is a small country about the same size as the state of Wisconsin. Despite its small size, Bangladesh's population is

892 Module 27

LINK TO MATHEMATICS

Population Density

1. Point out to students that the Indian Subcontinent is one of the world's most densely populated regions.

2. Draw a four-column chart for the students to copy. The columns should be labeled *Country, Area, Population, and Population Density*. The rows should be labeled *Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, and Sri Lanka*.

3. Have students work in pairs. They should look up the information for the *Area* and *Population* columns, then compute the value for the *Population Density* column by dividing the area by the population.

*Alternative Assessment Handbook, Rubrics 7: Charts; and 30: Research

For additional instruction, go to end of lesson.

Academic Vocabulary
circumstances
conditions that
influence an event or
activity

almost half the size of the U.S. population. As a result, it is one of the world's most densely populated countries, with some 3,279 people per square mile (1,266 per square km). The capital and largest city, **Dhaka** (DA-kuh), is home to more than 17 million people. Overcrowding is not limited to urban areas, however. Rural areas are also densely populated.

Flooding is one of Bangladesh's biggest challenges. Many **circumstances** cause these floods. The country's many streams and rivers flood annually, often damaging farms and homes. Summer monsoons also cause flooding. For example, massive flooding in 2004 left more than 25 million people homeless. It also destroyed schools, farms, and roads throughout the country.

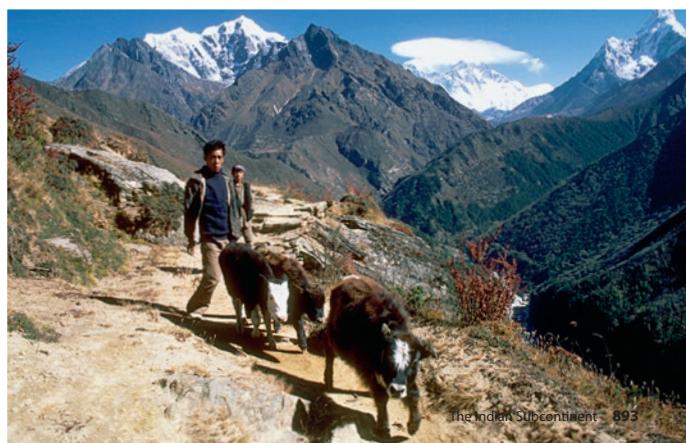
Nepal The small kingdom of Nepal also faces many challenges today. Its population is growing rapidly. In fact, the population has more than doubled in the last 30 years. **Kathmandu** (kat-man-DOO), the nation's capital and largest city, is troubled by overcrowding and poverty. Thousands have moved to Kathmandu in search of jobs and better opportunities. As a result of population growth and poor resources, Nepal is one of the world's least developed nations.

Nepal also faces environmental threats. As the population grows, more and more land is needed to grow enough food. To meet this need, farmers clear forests to create more farmland. This deforestation causes soil erosion and harms the wildlife in the region. Nepal's many tourists add to the problem, as they use valuable resources and leave behind trash.

Bhutan Bhutan is a small mountain kingdom that lies in the Himalayas between India and China. Because of the rugged mountains, Bhutan has been isolated throughout much of its history. This isolation limited outside influences until the 1900s, when Bhutan's king established ties first with Great Britain and later with India. By the mid-1900s Bhutan had ended its long isolation. Efforts to modernize Bhutan resulted in the construction of new roads, schools, and hospitals.

Nepal

Many of Nepal's people live in the rugged Himalayas and earn a living herding animals.



COLLABORATIVE LEARNING

Reporting on India's Neighbors

1. Divide the class into groups, and assign one of the countries known as India's neighbors to each group.
2. Have each group research the history and culture of their assigned country. Students should include research on how the country's geography has influenced its history and culture. They should also be prepared to report on what daily life is like in the country today.
3. Have students write a script for their report and present it to the class.

Have each group include visuals, such as maps and photos. Ask students to offer feedback on each report at its conclusion.

4. After each group has presented its report and received feedback, make a chart as a class of the similarities and differences among India's neighbors.

*Alternative Assessment Handbook, Rubrics 42: Writing to Inform; and 30: Research

ONLINE GRAPHIC ORGANIZER

India's Neighbors

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Compare What are some challenges that are faced by more than one country? *Possible answers: Overcrowding is faced by both Bangladesh and Nepal. Rapid population growth is faced by both Nepal and Pakistan. Environmental threats are faced by both Bhutan and Nepal.*

ONLINE LESSON FLIP CARDS

Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **Sherpas, Kashmir, Dhaka, Kathmandu**.

ONLINE INTERACTIVE TABLES

Indian Subcontinent Regional Data

Have students explore the table and answer the associated question.

Which of the Asian countries has the largest number of people per square mile? Which has the smallest? You may use a calculator. *Bangladesh largest, Bhutan smallest*

GAME

Where Am I on the Indian Subcontinent?

Have students play the game to test their knowledge of the Indian Subcontinent by selecting the correct locations based on the information provided.

ONLINE DOCUMENT-BASED INVESTIGATION

Poverty Levels in Asia, 2012

Have students explore the graph using the interactive features and answer the associated question.

Interpret Graphs Which nation had more than 30 percent of the population in poverty? *Bangladesh and Myanmar*

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

Poverty on the Indian Subcontinent

Many countries face the challenge of having a significant percentage of their population living in poverty. A number of factors can affect the size of this percentage. Even in the same general area, vast differences between countries can appear.



Sri Lanka

These women are picking tea on one of Sri Lanka's many tea plantations.

Today, Bhutan continues to develop economically. Most Bhutanese earn a living as farmers, growing rice, potatoes, and corn. Some raise livestock such as yaks, pigs, and horses. Another important industry is tourism. The government, however, limits the number of visitors to Bhutan to protect Bhutan's environment and way of life.

Sri Lanka Sri Lanka is a large island country located some 20 miles (32 km) off India's southeast coast. Because of its close location, India has greatly influenced Sri Lanka. In fact, Sri Lanka's two largest ethnic groups—the Tamil and the Sinhalese (sin-huh-LEEZ)—are descended from Indian settlers.

Conflicts between the Sinhalese and the Tamil divide Sri Lanka today. The Tamil minority has fought for years to create a separate state. In 2009 government troops declared an end to the fighting after the Tamil leader was killed.

Parts of Sri Lanka were devastated by the 2004 tsunami in the Indian Ocean. Thousands of Sri Lankans were killed, and more than 500,000 people were left homeless. The tsunami also damaged Sri Lanka's fishing and agricultural industries, which are still struggling to rebuild.

Summary In this lesson you learned about the important challenges that face India's neighbors on the subcontinent.

ONLINE INTERACTIVE MAPS

Kashmir

Have students explore the map and answer the associated question.

Region Which countries claim and control parts of Kashmir? *Pakistan, India, and China*



Reading Check
Summarize What key issues affect India's neighbors today?

Lesson 3 Assessment

Review Ideas, Terms, and Places

- Identify and Explain** Use the map and graph titled "Religions of the Indian Subcontinent" to pose and answer a question about the geographic distribution of religion in the Indian Subcontinent.
Summarize What cultural differences exist among India's neighbors?
Elaborate Why do you think there are so many different religions in this region?
- Compare and Contrast** In what ways are the countries of this region similar and different?
Predict How might conflict over Kashmir cause problems in the future?
Analyze How do summer monsoons affect people living in Bangladesh?

Critical Thinking

- Identify Problems** Using your notes and a chart like the one here, identify one challenge facing each of India's neighbors. Then develop a solution for each challenge.

Challenges	Solutions

894 Module 27

Print Assessment

Review Ideas, Terms, and Places

- Identify and Explain** Use the map and graph titled *Religions of the Indian Subcontinent* to pose and answer a question about the geographic distribution of religion in the Indian Subcontinent. *Students' responses will vary but should show an understanding of the distribution of Hinduism and Islam on the Indian Subcontinent.*
Summarize What cultural differences exist among India's neighbors? *Possible answer: There are many different customs and religions, based on the region's many different ethnic groups and traditions.*
Elaborate Why do you think there are so many different religions in this
- Compare and Contrast** In what ways are the countries of this region similar and different? *Possible answers: similar—All face similar challenges of poverty and population growth; different—Each also has its own unique challenges, such as flooding in Bangladesh and deforestation in Nepal.*
Predict How might conflict over Kashmir cause problems in the future? *Possible answer: Border clashes between India and Pakistan may continue, and could even escalate into an all-out war.*
Analyze How do summer monsoons affect people living in Bangladesh? *Summer monsoons cause flooding.*

region? *Possible answer: because each ethnic group tends to have one dominant religion*

2. a. **Compare and Contrast** In what ways are the countries of this region similar and different? *Possible answers: similar—All face similar challenges of poverty and population growth; different—Each also has its own unique challenges, such as flooding in Bangladesh and deforestation in Nepal.*
- b. **Predict** How might conflict over Kashmir cause problems in the future? *Possible answer: Border clashes between India and Pakistan may continue, and could even escalate into an all-out war.*
- c. **Analyze** How do summer monsoons affect people living in Bangladesh? *Summer monsoons cause flooding.*

READING CHECK

Summarize What key issues affect India's neighbors today? *Possible answers: Pakistan—conflict with India, political instability; Bangladesh—overcrowding and flooding; Nepal—deforestation, soil erosion; Bhutan—protecting way of life and environment; Sri Lanka—ethnic conflict and recovering from the 2004 tsunami*

Critical Thinking

3. **Identify Problems** Using your notes and a chart, identify one challenge facing each of India's neighbors. Then develop a solution for each challenge. *Students' answers for each country's challenges and solutions will vary. Challenges should be based on section content. Accept reasonable solutions to the challenges. As an example, students may note that Sri Lanka suffers from ethnic conflict and suggest that the solution may be to create two separate nations.*

► Online Assessment

1. How is Bangladesh different than Bhutan?
 - Most people in Bangladesh are Tamils, while most people in Bhutan are Sherpas.
 - Most people in Bangladesh are Sherpas, while most people in Bhutan are Tamils.
 - Most people in Bangladesh are Muslims, while most people in Bhutan are Buddhists.
 - Most people in Bangladesh are Buddhists, while most people in Bhutan are Muslims.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Unlike Bhutan, where most people are Buddhists, most people in **Bangladesh** are Muslims.

2. Which of the following has caused a major problem in modern-day Sri Lanka?

- the inability to slow the rate of deforestation
- conflict between two of the country's ethnic groups
- conflict between the country's military and civilian leaders
- the inability to control flooding along the country's streams and rivers

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Conflict between two of the country's ethnic groups divides **Sri Lanka** today.

3. **Compare and Contrast** How are Nepal and Sri Lanka similar and different? Describe one similarity and one difference.

Buddhism is practiced in both Nepal and Sri Lanka. Nepal's culture has been influenced by the Sherpas, who originally came from Tibet, while Sri Lanka's culture has been influenced by the Tamil people, who originally came from India.

4. **Summarize** Why is flooding a major problem in present-day Bangladesh? Describe two reasons.

Flooding can destroy homes, schools, and roads. It can also damage farms, which affects the country's ability to feed its large population.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 891

More About . . .

Sherpas The group known as Sherpa live in the mountains of Nepal and Tibet. They are also called Sharwa, which is closer in pronunciation to the way the people pronounce their name. The population of about 150,000 live near the Himalayas in Tibet. While the term *Sherpa* has become synonymous with mountaineering and trekking skills, the Sharwas considered the mountains to be the homes of the gods and did not attempt to scale them until the 20th century. While mountaineering has become a way of life for many people, the Sharwas protect the mountain environment through regulations that foreign climbers must observe.

continued from page 892

More About . . .

Connect to Economics: Gross National Happiness Life is fiercely traditional in the isolated Kingdom of Bhutan. Approximately 90 percent of the workforce is employed in subsistence farming and the raising of yaks, pigs, and other livestock. Tourism is the kingdom's largest source of foreign income, although the government regulates it closely to guard against foreign influences. In 1987, in response to criticism that his country's economic development was slow, the king of Bhutan replied, "Gross National Happiness is more important than Gross National Product."

The 2004 Indian Ocean Earthquake and Tsunamis On December 26, 2004, a massive undersea earthquake in the Indian Ocean off the west coast of Sumatra, Indonesia, caused a tsunami that killed over 220,000 people in 13 countries. The earthquake was extreme in nearly every regard—it lasted several minutes, extended along approximately 750 miles (1,207 km) of fault line, and measured between 9.0 and 9.3 on the Richter scale—making it the third-largest earthquake ever measured by a seismograph. Among the countries affected by the tsunamis were Bangladesh, India, Sri Lanka, and Maldives.

SPECIAL NEEDS STUDENTS

The Countries in the Indian Subcontinent

1. Use a large map of the Indian subcontinent or have students use a map in the textbook. As you say the name of each country discussed in this lesson, have students locate it on the map and trace it with their finger.
2. Have students then name the countries that border that particular country.
3. Finally, have students write the names of each country on a separate sheet of paper or index card. On the other side of the paper, have students write one fact from the text about that country. Then have students play a matching game, seeing if they can match the fact with the country.

*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; and 21: Map Reading

continued from page 893

ADVANCED/GIFTED

Travel Brochures

1. Have students work in small groups, and assign each group one of the countries discussed in the lesson.
2. Have group members conduct outside research and create a travel brochure encouraging tourists to come visit their assigned country. Tell students to identify major cities and airports, how one would travel to and through the country, and what important sites they would visit. Instruct students to include visuals and maps in their presentations.
3. When students have finished their brochures, have them write a script and create a 30-second commercial for radio or television, using the information from the brochure to make a sales pitch to encourage tourism to the country. Have volunteers from each group present the travel brochure and commercial to the class.

*Alternative Assessment Handbook, Rubrics 29: Presentations; and 30: Research

continued from page 894

ENGLISH LANGUAGE LEARNERS

Letters to the Editor

1. To help students demonstrate their understanding of the challenges faced by the countries in the Indian Subcontinent, organize them into pairs.
2. Assign each pair one of the countries of the region, and ask them to make a list of the challenges that country faces.
3. Have the students choose one challenge and think of some solutions that may solve the problem.
4. Ask the students to imagine they are citizens of the country they have been assigned. Have them work with their partners to write a letter to the editor of a local paper, arguing for implementation of one of the solutions they thought may solve the problem.

*Alternative Assessment Handbook, Rubric 17: Letters to Editors

STRUGGLING READERS

Challenges Facing India's Neighbors

1. Have students work with a partner to make a two-column chart with the following heads: *Country, Major Challenge*. Rows should be labeled *Pakistan, Bangladesh, Nepal, Bhutan, and Sri Lanka*. Have pairs identify the major challenge facing each country and put it in the chart. Tell students to list only one challenge.
2. When finished, have pairs share their charts with other students, comparing and contrasting the challenges they identified.
3. You may wish to create a class chart for all to see using student input.

*Alternative Assessment Handbook, Rubric 7: Charts

Social Studies Skills

Create a Line Graph

Define the Skill

Line graphs are drawings that display information in a clear, visual form. People often use line graphs to track changes over time. For example, you may want to see how clothing prices change from year to year. Line graphs also provide an easy way to see patterns, like increases or decreases, that emerge over time. Use the following guidelines to analyze a line graph.

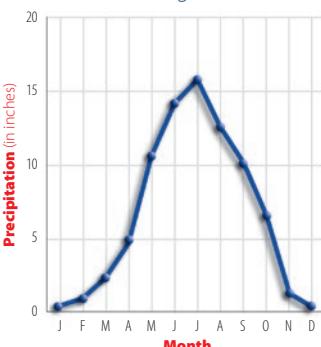
- **Read the title.** The title will tell you about the subject of the line graph.
- **Examine the labels.** Note the type of information in the graph, the time period, and the units of measure.
- **Analyze the information.** Be sure to look for patterns that emerge over time.

Learn the Skill

Examine the line graph carefully, then answer the questions below.

1. What is the subject of this line graph?
2. What units of measure are used? What period of time does the line graph reflect?
3. What pattern does the line graph indicate? How can you tell?

Average Monthly Precipitation,
Dhaka, Bangladesh



Source: National Geographic Atlas of the World, Seventh Edition

Practice the Skill

Create a line graph that tracks your grades in a particular class. Start by organizing your grades by the date of the assignment. Then plot your grades on a line graph. Be sure to use labels and a title to identify the subject and information presented in your line graph. Finally, organize information from the graph into a summary statement that describes any patterns that you see in your grades.

Social Studies Skills

Create a Line Graph

Explain to students that line graphs can be used to track changes over short and long periods of time. Line graphs work best for continuous data; for example, in the graph on this page, precipitation can be measured for each month. Point out that line graphs can help users see overall trends, such as an increase or decrease in data over time. Before having students do the Learn the Skill activity, briefly quiz them about the line graph. For example, ask students what the *F* along the horizontal axis refers to. *February*. Ask students to identify the month that gets five inches of precipitation. *April*

Answers

Learn the Skill

1. What is the subject of this line graph? *average monthly precipitation in Dhaka, Bangladesh*
2. What units of measure are used? What period of time does the line graph reflect? *inches and months; one year*
3. What pattern does the line graph indicate? How can you tell? *summer is rainy, winter is dry; July rainfall averages more than 15 inches, but January and December have almost no rain*

Practice the Skill

Create a line graph that tracks your grades in a particular class. Start by organizing your grades by the date of the assignment. Then plot your grades on a line graph. Be sure to use labels and a title to identify the subject and information presented in your line graph. Finally, organize information from the graph into a summary statement that describes any patterns that you see in your grades. *Students' line graphs will vary but should include labels and the units of measure and be accurately plotted.*

Module 27 Assessment

Print Assessment

Review Vocabulary, Terms, and Places

Choose one word from each word pair or group to correctly complete each sentence below.

1. _____ often bring heavy rains to the Indian Subcontinent in summer. (**Monsoons/Ghats**) **Monsoons**
2. The most popular religion in India today is _____. (**Buddhism/Hinduism/Islam**) **Hinduism**
3. A _____ is a condition that influences an event or activity. (**feature/circumstance**) **circumstance**
4. _____ are an ethnic group from the mountains of Nepal. (**Tamils/Sherpas**) **Sherpas**
5. The highest peak in the Indian Subcontinent and the world is _____. (**Mount Everest/K2**) **Mount Everest**
6. India's _____ system divides society based on a person's birth, wealth, and job. (**caste/colonial**) **caste**
7. Pakistan is located on the Indian _____, a large landmass. (**Peninsula/Subcontinent**) **Subcontinent**

Comprehension and Critical Thinking

LESSON 1

8. a. **Recall** What are the major physical features of the Indian Subcontinent? *Possible answers: mountains (Hindu Kush, Ghats, Himalayas), rivers (Ganges, Indus), plateau, desert, farmland*
- b. **Draw Conclusions** Why are rivers important to the people of the Indian Subcontinent? *Rivers have deposited rich soils that are good for farming.*
- c. **Evaluate** Do you think monsoons have a positive or negative effect on India? Why? *Possible answers: positive—bring rainfall for agriculture; negative—can cause flooding and damage*

LESSON 2

9. a. **Describe** What was the partition of India? When and why did it take place? *the division of colonial India into two nations, India and Pakistan; 1947, because Muslims feared minority status in a united India and wanted their own country where they would be in the majority*
- b. **Compare and Contrast** In what ways were Mughal and British rule of India similar and different? *Possible answers: similar—Trade was very important to both foreign rulers, and both used force to rule; different—The Mughals promoted culture and religious tolerance, while the British treated Indians as second-class citizens in their own country.*
- c. **Evaluate** In your opinion, was partitioning India a good decision? Why or why not? *Possible answers: yes—People often fight over religion, so it made sense to separate them; no—India and Pakistan have had and still have conflicts, so the people might have gotten along better as one nation.*

Review Vocabulary, Terms, and Places

Choose one word from each word pair or group to correctly complete each sentence below.

1. _____ often bring heavy rains to the Indian Subcontinent in summer. (**Monsoons/Ghats**)
2. The most popular religion in India today is _____. (**Buddhism/Hinduism/Islam**)
3. A _____ is a condition that influences an event or activity. (**feature/circumstance**)
4. _____ are an ethnic group from the mountains of Nepal. (**Tamils/Sherpas**)
5. The highest peak in the Indian Subcontinent and the world is _____. (**Mount Everest/K2**)
6. India's _____ system divides society based on a person's birth, wealth, and job. (**caste/colonial**)
7. Pakistan is located on the Indian _____, a large landmass. (**Peninsula/Subcontinent**)

Comprehension and Critical Thinking

Lesson 1

8. a. **Recall** What are the major physical features of the Indian Subcontinent?
 - b. **Draw Conclusions** Why are rivers important to the people of the Indian Subcontinent?
 - c. **Evaluate** Do you think monsoons have a positive or negative effect on India? Why?
- Lesson 2**
9. a. **Describe** What was the partition of India? When and why did it take place?
 - b. **Compare and Contrast** In what ways were Mughal and British rule of India similar and different?
 - c. **Evaluate** In your opinion, was partitioning India a good decision? Why or why not?
 - d. **Explain** What is the significance of Vaisakhi?
 - e. **Analyze** How has population growth affected India's economy?
 - f. **Predict** What steps might India's leaders take to control pollution?

Lesson 3

10. a. **Identify** What countries share the subcontinent with India?
- b. **Analyze** How was Sri Lanka affected by the 2004 tsunami?
- c. **Predict** How might conflict between India and Pakistan lead to problems in the future?

896 Module 27



ONLINE DOCUMENT-BASED INVESTIGATION

The Indian Subcontinent

Have students complete and review all the DBI activities in **Part 1**.

Use this analytical essay rubric to score students' work in **Part 2**.

RUBRIC

- Students' essays should
- present an analysis of the topic that is detailed and relevant
 - develop the analysis logically, clearly, and accurately
 - cite at least three sources of relevant text evidence from Part 1 in support of their analysis
 - be organized with a distinct introduction, a main body consisting of several paragraphs, and a conclusion that sums up the main points

Write an Analytical Essay Using the exhibits in Part 1 and your knowledge of the history, climate, and geography of the Indian Subcontinent, answer the following question: How do climate and natural resources affect population patterns in the Indian Subcontinent? Cite specific text evidence from each of the three sources in your response.

Module 27 Assessment, continued

Reading Skills

11. **Visualize** Read the historical source feature "Gandhi's 'Quit India' Speech." As you read, visualize the scenes that Gandhi describes. Then make a list of words from the passage that help you create a mental image of a nonviolent soldier fighting for freedom. Lastly, draw a rough sketch of your soldier.

Social Studies Skills

Create a Line Graph Use the information in the chart to complete the tasks below.

Population Growth in India	
Year	India's Population
1951	361,088,000
1961	439,235,000
1971	548,160,000
1981	683,329,000
1991	846,387,888
2001	1,028,737,436
2011	1,210,193,422

Source: *Census of India*

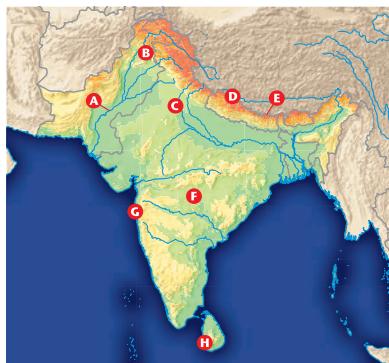
12. Plot the data from the chart on a line graph. Be sure to use labels and a title to identify the subject and information presented in your line graph. Finally, organize information from your line graph into a brief summary that identifies any patterns that you see in the data.

Map Skills

13. **The Indian Subcontinent** Locate major human and geographic features of this region. On a sheet of paper, match the letters on the map with their correct labels.

Deccan
Indus River
Mumbai (Bombay)
Kashmir

Mount Everest
Himalayas
Sri Lanka
New Delhi



Focus on Speaking

14. **Present a Travelogue** Imagine that you have just traveled through the Indian Subcontinent. Write a short script describing your travels. Gather images to illustrate your descriptions of India and the other nations of the subcontinent. Then present your travelogue to the class.

- d. **Explain** What is the significance of Vaisakhi?

Sikhs honor the establishment of the Khalsa, or the community of initiated Sikhs.

- e. **Analyze** How has population growth affected India's economy? *Possible answer: Per capita gross domestic product is kept low, and resources such as food, housing, and transportation are strained.*

- f. **Predict** What steps might India's leaders take to control pollution? *Possible answers: switch to cleaner fuels, limit population growth*

LESSON 3

10. a. **Identify** What countries share the subcontinent with India? *Bangladesh, Bhutan, Nepal, Pakistan, Sri Lanka*
- b. **Analyze** How was Sri Lanka affected by the 2004 tsunami? *Thousands of people were killed, more than 500,000 were left homeless, and fishing and agricultural industries were damaged.*
- c. **Predict** How might conflict between India and Pakistan lead to problems in the future? *Possible answer: A major war could break out if cooperation between the two countries is reduced.*

Reading Skills



11. **Visualize** Read the historical source feature "Gandhi's 'Quit India' Speech." As you read, visualize the scenes that Gandhi describes. Then make a list of words from the passage that help you create a mental image of a nonviolent soldier fighting for freedom. Lastly, draw a rough sketch of your soldier. *Students' word lists might include these visually descriptive terms and phrases: violent struggle, a democracy established by nonviolence. Students' sketches will vary but should be consistent with the selection content.*

Social Studies Skills

Create a Line Graph Use the information in the chart to answer the question below.

Population Growth in India	
Year	India's Population
1951	361,088,000
1961	439,235,000
1971	548,160,000
1981	683,329,000
1991	846,387,888
2001	1,028,737,436
2011	1,210,193,422

Source: *Census of India*

Essential Question ESSAY

What role did geography play in shaping the history and cultures of the Indian Subcontinent?

RUBRIC

- Students' essays should
- respond to the Essential Question with a specific position
 - illustrate valid reasoning supporting their position
 - cite persuasive evidence supporting their position
 - identify key people, events, and/or turning points that demonstrate understanding of the module content
 - be organized into a distinct introduction, main body, and conclusion

Write an argument answering this question. Your essay should include specific details about how geography shaped the history and cultures of the Indian Subcontinent. Be sure to cite evidence to support your point and organize your essay into an introduction, body, and conclusion.

Alternative Activity Instead of writing essays, address the Essential Question through activities such as holding debates, creating multimedia presentations, or writing journal entries. See the Alternative Assessment Handbook for a selection of project rubrics.

(continued)

Print Assessment (*continued*)

12. Plot the data from the chart on a line graph. Be sure to use labels and a title to identify the subject and information presented in your line graph. Finally, organize information from your line graph into a brief summary that identifies any patterns that you see in the data. *Students' line graphs should accurately plot the population data. Students should recognize a pattern of steady growth in India's population from 1951 to 2011.*

Map Skills

13. **The Indian Subcontinent** Locate major human and geographic features of this region. On a sheet of paper, match the letters on the map with their correct labels.

Deccan	Mount Everest	Indus River
Himalayas	Mumbai (Bombay)	Sri Lanka
Kashmir	New Delhi	

- A. *Indus River*
- B. *Kashmir*
- C. *New Delhi*
- D. *Himalayas*
- E. *Mount Everest*
- F. *Deccan*
- G. *Mumbai (Bombay)*
- H. *Sri Lanka*

Focus on Speaking

14. **Present a Travelogue** Imagine that you have just traveled through the Indian Subcontinent. Write a short script describing your travels. Gather images to illustrate your descriptions of India and the other nations of the subcontinent. Then present your travelogue to the class.

RUBRIC: Students should:

- create a well-written, one- or two-minute script
- show images that reflect their script's content
- present their travelogues to the class, speaking clearly and making eye contact
- listen carefully as other students present their travelogues
- give feedback, explaining what is unique and what is similar about each travelogue

► Online Assessment

1. Drag the name of the physical feature into the box next to its description.

a river that flows across northern India and into Bangladesh	the Ganges
a mountain range that is home to the world's highest mountains	the Himalayas
a mountain range that separates the Indian Subcontinent from Central Asia	the Hindu Kush
a river that creates a fertile plain, which was the home to the earliest Indian civilization	the Indus

2. Which of the following countries is least likely to have an abundance of fertile land?

- India
- Pakistan
- Sri Lanka
- Bangladesh

3. Which of the following resources are found in abundance on the Indian Subcontinent?

Select the **three** correct answers.

- oil
- coal
- gold
- iron ore
- diamonds
- natural gas

4. Drag the events into chronological order from top to bottom.

The Harappan civilization flourished in the Indus River valley.
 Indo-Aryan language speakers began to migrate into the Indus valley from Central Asia.
 Chandragupta Maurya united nearly all of northern India.
 Indian scholars made important advances in math, medicine, and astronomy.
 The Gupta Empire was weakened by attacks by invaders.

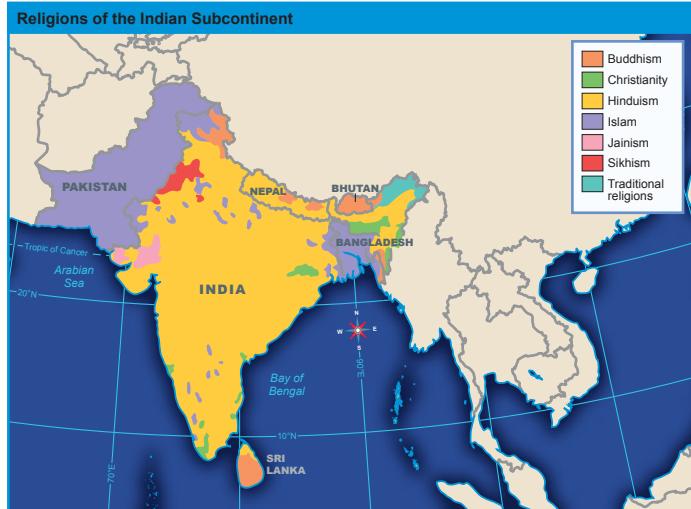
5. Why was the Indian National Congress created?

- to prevent the British from partitioning India
- to ease tensions between Hindus and Muslims
- to make laws for India after it gained independence
- to gain more rights and opportunities from the British

6. Drag the name of the religion into the box next to its description.

Its followers believe in the importance of every living thing.	Jainism
Its followers believe in one God, equality for all, and service to humanity.	Sikhism
Its followers believe that people can rise above their selfish desires and reach nirvana.	Buddhism
Its followers believe that their ultimate goal is to reunite their souls with the spirit Brahman.	Hinduism

7. Use the map to answer the question.



Which statement accurately describes religion on the Indian Subcontinent?

- Islam is the main religion in Bhutan.
- Buddhism is the main religion in Pakistan.
- Sikhism is mostly practiced in southern India.
- Hinduism is the most widespread religion in India.

8. What is the cause of the long-running conflict between India and Pakistan?

- Pakistan allowing terrorists to operate within its borders
- India refusing to reduce its levels of air pollution
- control of shipping on the Indus River
- control over the territory of Kashmir

9. Why has Bhutan been isolated from the rest of the world for most of its history?

- because of the language spoken there
- because of the lack of resources there
- because of its highly developed economy
- because of its location in rugged mountains