***Honors World Areas***

***Mr. Bambenek***

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***Lap 5: South Asia***

**Lap 5 Essential Question:**

Is Asia going to dominate the world?

**Late Assignments from Lap 4:**

Are all due by the last class day on Lap 5.

Failure to turn in late or missing work by the last class day on Lap 5 will result in a zero for that particular assignment – no exceptions.

***Overview***

Peaceful coexistence of diverse ethnic, religious, and linguistic groups has historically been a hallmark of South Asian cultures. For this reason, many have referred to the region as a "salad bowl" of culture: a hodgepodge of different peoples, beliefs, and behaviors. In South Asia — which includes the land that makes up the modern-day nations of India, Pakistan, Bangladesh, Bhutan, Nepal, and Sri Lanka — colorful distinctions are apparent and even celebrated.

When India crashed into Asia 50 million years ago, the collision created the Himalayan Mountains and made India a subcontinent. Under the layers of diversity lies a solid core of South Asian tradition. Traditions have endured for over 5,000 years — from the earliest known Indian civilization to the present day. The Indus Valley civilization dates back to about 3000 B.C.E. The archaeological evidence from this period provides exemplary evidence that many aspects of South Asian culture have endured through changing times. Remnants of ancient bathhouses and sophisticated sanitation systems point to the long history of South Asian culture — admiration of purity and cleanliness, and abhorrence of all things polluted.

***Rationale***

* Many of the countries of South Asia have earned their independence recently, but they have their roots in very ancient civilizations. The rich culture, minerals, and spices of the area have attracted foreign invaders for hundreds of years. Since the subcontinent of India shook off the cloak of British colonial rule in the 20th century, political and religious rivalries within the region have threatened its peace and stability. The governments of South Asia are struggling to overcome their differences and increase the region’s role in trade and technological development.
* Southeast Asia is a vital crossroads of trade and commerce. The region is rich in natural resources such as tin, petroleum, rubber, tea, spices, and valuable woods. In recent years, many Southeast Asians have migrated to the United States, bringing their own religions and cultures with them. You are probably familiar with the flavors of many Southeast Asian dishes, available in restaurants in the United States.

***Learning Goals***

1. Compared to other places we have looked, how has South Asia’s physical and cultural geography affected their current place in the world?
2. Examine the regional issues plaguing South Asia from colonization, exploitation, religious differences, fresh water supply, poverty, malnutrition, and other such issues and analyze how these issues have been somewhat overcome?

***Summative Assessment***

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| **Lap 5 Essential Question:**  **Are we set for an age of Asian dominance over world politics and economics?** | |
| Lap 5’s summative assessment will be very different from the previous laps. Instead of focusing on factual information, the assessment will test you on skills that you learned throughout the unit. If you test with Mrs. Stokes, please tell me ahead of time in an email following the proper homework submission guidelines. | **Penn**  **J - Day**  **4/26 Stanford**  **K - Day**  **4/27** |

***Enrichment***

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| **The English Language in Asia** | |
| 1. Using the internet or any outside resources find out about the role of English in today’s world, especially in South Asia. Write a well constructed essay (introduction, three body paragraphs, and a conclusion) on why English is a major language of international communication.    * You must have at least three sources and have an MLA style works cited page    * Turn everything into me during class or open lab. | **Penn**  **J - Day**  **4/26 Stanford**  **K - Day**  **4/27** |

***Lap 5 Project***

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| ***Prediction…USA or Asia? Where do we invest?*** | |
| Will Asia, or more specifically India, ever become a developed area? Examine the obstacles that Asia (India) faces and the successes they have had in their quest to join Japan and South Korea as developed nations. Your video should include the following:   1. what makes an area developed   B. three main obstacles preventing development  C. three solutions to these obstacles  You may work in groups of two or by yourself. Choose your group member wisely.  Your video should be between 3-5 minutes. I strongly encourage you to add visual aids. The format is up to you however I would encourage you to be creative. DO NOT simply make a video of you and your partner talking. | **Penn & Stanford**  **4/28 at 3:00 pm** |

***Calendar of Events***

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| **Day 1** | |
| 1. **Due at class time** – Nothing at this time. 2. **What we are doing today** – Go over Lap. Discuss the summative assessment. Create map of Asia and locate the best and worst places to live based only on physical geography. 3. **Assignment due for next class** – Finish labeling map from class. Be sure to label the nations, major bodies of water and mountain ranges. | **Penn**  **H - Day**  **4/5**  **Stanford**  **J - Day**  **4/6** |
| **Day 2** | |
| 1. **Due at class time** –Map of Asia 2. **What we are doing today** – Resource Distribution game. Groups will be divided into six different countries and you will be making products for your country to sell.   **3. Assignment due for next class** – Write a reflection paragraph on our activity today.  Summarize the activity. Why are resources distributed unequally? What affect does this have? *This will be graded.* | **Penn**  **J - Day**  **4/6**  **Stanford**  **K - Day**  **4/7** |
| **Day 3** | |
| 1. **Due at class time** – Reflection paragraph. 2. **What we are doing today** – Students will examine the correlation between Chinese, Indian and Japanese economic growth and greenhouse gas emissions. 3. **Assignment due for next class** – Finish your line graph from class. Write a comprehensive paragraph describing India or Japan’s economic growth and its contribution to greenhouse gas emissions in Asia and the world. *This will be graded*. On my weebly, view the video “Bad Borders.” Be prepared for a quiz. | **Stanford**  **B - Day**  **4/11**  **Penn**  **A - Day**  **4/10** |
| **Day 4** | |
| 1. **Due at class time** – Line graph and paragraph. 2. **What we are doing today** – Quiz on video. Students will examine border issues in Asia. Emphasis will be placed on the border between Pakistan and India and the struggle for Kashmir. 3. **Assignment due for next class** – Draw the new borders of Kashmir and justify your decision using facts. View the video on my weebly about China’s one-child policy. | **Stanford**  **D - Day**  **4/13**  **Penn**  **C - Day**  **4/12** |
| **Day 5** | |
| 1. **Due at class time** – Completed map of Kashmir & explanatory paragraph 2. **What we are doing today** – Population issues including India’s rising population. Read Aloud on India’s current demographic situation. 3. **Assignment due for next class** – Write a comprehensive paragraph on whether or not India should adopt China’s former one-child policy. This paragraph should include a clear topic sentence, three or more supporting facts and a concluding sentence. Proper paragraph structure is essential. *This will be graded.* Read article on weebly titled “Indian Independence.” | **Stanford**  **E - Day**  **4/18**  **Penn**  **D - Day**  **4/13** |
| **Day 6** | |
| 1. **Due at class time** – Paragraph on India’s population issue. 2. **What we are doing today** – Close read on Ghandi’s writing on nonviolent resistance. 3. **Assignment due for next class** – Paragraph summary of Ghandi writing including clear topic sentence, evidence from writing and concluding sentence. *This will be graded.* | **Penn**  **F - Day**  **4/20**  **Stanford**  **G - Day**  **4/24** |

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| **Day 7** | |
| 1. **Due at class time** – Paragraph on Ghandi writing. 2. **What we are doing today** – Use geographic tools/data to explain the present and predict the future. View satellite photos of how volcanoes in the Ring of Fire has transformed the land. 3. **Assignment due for next class** – Locate and plot three areas in the Ring of Fire where new land is being created. Explain the amount being created using geographic data. | **Penn**  **H - Day**  **4/25 Stanford**  **J - Day**  **4/26** |
| **Day 8** | |
| 1. **Due at class time** – Plotted map of Ring of Fire 2. **What we are doing today** – Activity on culture of Japan 3. **Assignment due for next class** – Close read on article on North Korea which is available on my weebly. *Your writing reflection will be graded.* | **Penn**  **J - Day**  **4/26 Stanford**  **K - Day**  **4/27** |
| **Day 9** | |
| 1. **Due at class time** – Reading on North Korea 2. **What we are doing today** – Close read on North Korea. Class discussion. 3. **Assignment due for next class** – Prepare for food presentation & pot luck. | **Penn**  **A - Day**  **4/28**  **Stanford**  **B - Day**  **5/1** |

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| **Day 10** | |
| 1. **Due at class time** – Food and presentation on food. 2. **What we are doing today** – We are going to learn about the culture of Asia by eating food. Each student will present their food to the class prior to eating. 3. **Assignment due for next class** – Prepare for summative | **Penn**  **C - Day**  **5/2**  **Stanford**  **D - Day**  **5/3** |

*Up Next … China*