Contemporary World Cultures

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1. History. The student understands that historical events influence contemporary events.
2. History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies.
3. Geography. The student uses geographic tools to answer geographic questions.
4. Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations.
5. Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies.
6. Geography. The student understands that geographical patterns result from physical environmental processes.
7. Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions.
8. Economics. The student understands the factors of production in a society's economy.
9. Economics. The student understands categories of economic activities and the data used to measure a society's economic level.
10. Government. The student understands the concepts of limited and unlimited governments.
11. Government. The student understands various ways in which people organize governments.
12. Culture. The student understands the similarities and differences within and among cultures in various world societies.
13. Culture. The student understands relationships that exist among world cultures.
14. Culture. The student understands the relationships among religion, philosophy, and culture.
15. Culture. The student understands the relationships among religion, philosophy, and culture.
16. Science, technology, and society. The student understands the influences of science and technology on contemporary societies.

*Please see World Cultures Ongoing TEKS 20-23. See HMH “Social Studies Skills”*

(1A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade;
(1B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions;
(2A) identify and describe the influence of individual or group achievements on various historical or contemporary societies such as the classical Greeks on government and the American Revolution on the French Revolution;
(2B) evaluate the social, political, religious, economic, and technological characteristics of various contemporary societies.

Describe the events and factors leading up to:
- Arab trade and conquests
- Arab/Israeli conflict

Identify and describe the contributions of:
- Ancient Mesopotamia
- Judaism/Jews
- Christianity/Christians

Describe the rules and laws of Saudi Arabia.

What forces have affected the development of modern countries in the region?

Why is a system of writing a characteristic of an advanced civilization?

- monotheism
- terrorism
- prophet
- pilgrimage
- belief systems
- homeland
- refugee
- boundaries
- terrorism
- nomads

Pre AP Extensions

How did agricultural revolution lead to development of advanced civilizations?

“How can religious tolerance benefit our world? What historical events might have been changed by religious tolerance? What are ways you can balance religious tolerance while holding true to your religion? How

- HMH Ch. 20, Sec.2, 3
- Ch. 21, Sec. 3
- NatGeo: Ch. 15, Sec. 2; Ch. 16, Sec. 1, 2
- Flocabulary: The Fertile Crescent
- Discovery Education:
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<td>(3A) pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments?</td>
<td>Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments?</td>
<td>- landlocked - fertile - scarcity</td>
<td>Create an outline map of the Middle East and identify the countries of the region, as well as their capitals. Create a chart or graph comparing the distribution of fossil fuels in the Middle East.</td>
<td>“Mesopotamia: From Nomads to Farmers” - “Religions of the World: Christianity” - “Religions of the World: Islam” - “Religions of the World: Judaism” - “Living History: Living in Ancient Egypt” TCI: World Cultures Alive: Understanding Major Religions in Southwest Asia Comparison of Three Religions</td>
<td>HMH Ch. 19, Sec. 1 - NatGeo: Ch. 16, Sec. 2 Google Drive: ME Map Game PPT Intro to Middle East PPT Middle East Geo PPT and activities</td>
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<td>(6B) identify the location of renewable and nonrenewable natural resources such as fresh water, fossil fuels, fertile soils, and timber</td>
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<td>(3B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, People locate themselves in relation to natural resources as well as</td>
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- Islamic/Muslims
- How have climate and location influenced the region in the past and today?
- What is the connection between education and poverty?
- civilisation?
- Why do advanced civilizations have to have a code of rules?
- does religious tolerance fit into America’s philosophy?”
- Write a Haiku about cell phones
- Create a Japanese anime Manga cartoon strip or story board
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<td>(3D) create thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries. (4D) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions; (4E) draw sketch maps that illustrate various places and regions; (4F) identify the location of major world countries such as Canada, Mexico, France, Germany, the United Kingdom, Italy, Spain, Norway, Sweden, Russia, South Africa, Nigeria, Iraq, Afghanistan, Israel, Iran, India, Pakistan, the People's Republic of China, the Republic of China (Taiwan), Japan, North and South Korea, Indonesia, and Australia.</td>
<td>Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? <strong>Characteristics</strong> Religion (Official religions of countries, Shia and Sunni) Natural resources: oil and water Population density (focus on coasts, deserts and Nile)</td>
<td>Mapping Activity: - Saudi Arabia - Egypt - Israel/Palestine - Syria - Iraq - Iran - Morocco - Turkey - Tunisia - Afghanistan - Libya - Algeria - Sahara - Arabian Peninsula - Zagros Mountains -Caucasus Mountains - Red Sea - Nile River - Tigris River - Euphrates River - Mediterranean Sea - Suez Canal - Persian Gulf - Arabian Sea - Caspian Sea</td>
<td>Create an outline map of the Middle East and identify the countries of the region, as well as their capitals. Create a chart or graph comparing the distribution of fossil fuels in the Middle East.</td>
<td>- HMH Ch. 19, Sec. 1, 2, 3; Ch. 20, Sec. 1, 2; Ch. 21, Sec. 2 Safari Montage “Fossil Fuels” “Iran: Behind the Veil” Discovery Education: - “Middle East: Land of Contrast” - “Egypt” Nystrom-Middle East activities</td>
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<td>(4B) identify and explain the geographic factors responsible for patterns of population in places and regions.</td>
<td>What geographic factors are responsible for patterns of population in</td>
<td>Identify the effects on population patterns from: <strong>Resources</strong> - natural (water) - infrastructure</td>
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<td>- HMH Ch. 19 and 20 - NatGeo Ch. 15, Sec. 1, 3</td>
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### TEKS

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<td>places and regions?</td>
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<td>&quot;Crossroad of Commerce&quot;</td>
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<td>Suez Canal and Nile's role in irrigation</td>
<td>What are the ways people have modified the environment? Why have they modified the environment?</td>
<td>- scarcity - agriculture - petroleum</td>
<td>Create a chart comparing the economic development of Middle Eastern societies</td>
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<td>Explain the impact of oil production on the Middle East.</td>
<td>- What is Israel’s economy dependent upon?</td>
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<td>Safari Montage- The Middle East</td>
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### Climate Landforms
- barriers (mountains, desert, etc.)
- accessibility (water and other transportation corridors) identify chokepoints for oil transport

### Resources
- SW Asia Geographic Factors and Patterns (Google Drive folder)
- HMH Ch. 20, Sec. 1, 2
- HMH Ch. 20, Sec. 1; Ch. 21, Sec. 1
- NatGeo: The Nile River Valley Pgs. 430, 431
- Safari Montage- The Middle East
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| capital, and entrepreneurs) influence the economies of various contemporary societies; (8B) identify problems and issues that may arise when one or more of the factors of production is in relatively short supply; (8C) explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies; (10B) describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy; | In your own words explain and give an example of relative scarcity. | - GDP - life expectancy - literacy rate - per capita - economic interdependence - factors of production - fertile - hunter-gatherer - OPEC - cartel | using life expectancy, per capita GDP, and literacy. | TCI: World Cultures Alive: How Oil has Shaped Life in Southwest Asia | www.CountryReports.org  
www.CountryWatch.com  
Countries of the World |
| (11A) identify and describe examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited); (11B) compare the characteristics of limited and unlimited governments; (12A) identify and give examples of governments with rule by one, few, or many; (12B) compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function | Compare and contrast the varying forms of government in the Middle East. | - limited government - unlimited government - totalitarianism - constitutional - tyranny - republic | ELPS Recurring Strategies: - Cornell Notes - Vocabulary Foldables - KWL chart - Graphic Organizers - Essay - Debate (Point of View) - Role-playing - Group Problem Solving - Research/Data Analysis | - HMH Ch. 20, Sec. 4  
www.CountryReports.org  
- NatGeo Ch. 16 Sec. 2  
Safari Montage: “Comparative Government” | Middle East Govt. Docx  
How Democratic Is the Middle East? BBC site that briefly explains political structure in |
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<td>(13B) explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies; and (13C) compare the role of citizens in the United States with the role of citizens from various contemporary societies with representative and nonrepresentative government.</td>
<td>Identify, compare, and contrast cultural traits that unify a culture region; (15B) identify and describe common traits that define cultures; (15F) identify and explain examples of conflict and cooperation between and among cultures.</td>
<td>Describe ways in which religious ideas and values shape cultures.</td>
<td>List and describe the three major religions that began in the Middle East.</td>
<td>- jihad - crusades - trade - prophet - Judaism - Christianity - Islam - Muslim - Bible - Koran - Torah - pilgrimage - Hajj - Easter - Ramadan - Passover - Yom Kippur - Christmas - Rosh Hashanah - Hanukah</td>
<td>ELPS Recurring Strategies: - Cornell Notes - Vocabulary Foldables - KWL chart - Graphic Organizers - Anticipations Guides Pre-AP Recurring Strategies: - Essay - Debate (Point of View) - Role-playing - Group Problem Solving - Research/Data Analysis</td>
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<td>(15A) define culture and the common traits that unify a culture region; (15B) identify and describe common traits that define cultures; (15F) identify and explain examples of conflict and cooperation between and among cultures. (17A) identify and describe how culture traits such as trade, travel, and war spread; (17B) identify and describe factors that influence cultural change such as improved communication, transportation, and economic development; (17C) evaluate the impact of improved communication technology among cultures; (19A) explain the relationship among religious ideas, philosophical ideas, and cultures; (19B) explain the significance of</td>
<td>Identify, compare, and contrast cultural traits in the US with those in Middle East society. Describe ways in which religious ideas and values shape cultures.</td>
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* note changes as of 2011 (Mubarak)

- HMH Ch. 20, Sec. 2, 4

The Basics: Understanding the Upheaval in the Middle East New York Times

Pre-AP Recurring Strategies:
- Essay
- Debate (Point of View)
- Role-playing
- Group Problem Solving
- Research/Data Analysis

TCI: World Cultures Alive: Understanding Major Religions in SW Asia
(History Alive! Understanding the 3 Monotheistic Religions of Southwest Asia with follow-up essay)

http://www.countryreports.org/
http://www.countrywatch.com/
Countries of the World

Page 6 of 12
Revised March 2016
5th Grading Period
### Religious Holidays and Observances

Religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies.

### TEKS

(20B) explain how resources, belief systems, economic factors, and political decisions have affected the use of technology;

- Belief systems develop over time and reflect the ideology, religion, politics, social structure, and economic activities of a particular group.
- Economic factors include the cost of design and development, construction, and operation, the access to essential resources of materials and knowledge, capital accumulation, investment needs, and proximity of

### Assessment

- How have resources, belief systems, economic factors, and political decisions affected the use of technology?
  - Afghanistan
  - Taliban
  - Al Qaeda
  - Islamic State
  
  How does the government spend its money? On military rather than on the people, infrastructure and education?

### Vocabulary

- Belief systems include the beliefs and values shared by members of a racial, ethnic, or social group as well as those held by individuals.

### Instructional Strategies

- Discovery Education:
  - “Religions of the World: Christianity”
  - “Religions of the World: Islam”
  - “Religions of the World: Judaism”

### Resources

- Social Media a Vital Tool for Middle East Protesters Voice of America article
- Middle East Stepping Up Internet Control Includes graph of recent activity
- Egyptians Demand Change Scholastic News Article
- Protests Sweep Middle East Scholastic News Article
- Cultural Diffusion Concept Map
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<td>supply lines and transportation routes to raw materials and potential consumers.</td>
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<td>Political decisions include decisions made by the government that support the ideology of the government and/or the good of the citizens as a group.</td>
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1 History. The student understands that historical events influence contemporary events.
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5. Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies.
6. Geography. The student understands that geographical patterns result from physical environmental processes.
8. Economics. The student understands the factors of production in a society’s economy.
10 Economics. The student understands categories of economic activities and the data used to measure a society’s economic level.
11. Government. The student understands the concepts of limited and unlimited governments.
15. Culture. The student understands the similarities and differences within and among cultures in various world societies.
16. Culture. The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ.
18. Culture. The student understands the relationship that exists between the arts and the societies in which they are produced.
19. Culture. The student understands the relationships among religion, philosophy, and culture.

(1A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade; What are characteristics in contemporary societies that are a result of historical

ELPS Recurring Strategies (for the entire unit):
- Cornell Notes
- Vocabulary Foldables

- HMH Ch. 26, Sec. 2
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<td>(2A)</td>
<td>Identify and describe the influence of individual or group achievements on various historical or contemporary societies such as the classical Greeks on government and the American Revolution on the French Revolution; (2B) evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.</td>
<td>What was the influence of individual or group achievements on various societies in the past or present? How significant were their contributions? - Mohandas Gandhi - Dalai Lama</td>
<td>- tradition - ancestor - ceremonies - rituals</td>
<td>ELPS Recurring Strategies: - Cornell Notes - Vocabulary Foldables - Graphic Organizers - Anticipations Guides Pre-AP Recurring Strategies: - Essay - Debate (Point of View) - Role-playing - Group Problem Solving - Research/Data Analysis</td>
<td>HMH Ch. 26, Sec. 2 Exploring Ancient World Cultures</td>
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<td>Create thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries. (4D) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions; (4E) draw sketch maps that illustrate various places and regions; and (4F) identify the location of major world countries such as Canada, Mexico, France, Germany, the United Kingdom, Italy, Spain, Norway, Sweden, Russia, South Africa, Nigeria, Iraq, Afghanistan, Israel, Iran, India,</td>
<td>Where is it located? Why is it there? What is significant about its location? How is its location related to the surrounding environment?</td>
<td>Map Activity: - India - Pakistan - Nepal - Bhutan - Bangladesh - Sri Lanka - Indus River - Ganges River - Bay of Bengal - Arabian Sea - Indian Ocean - Himalayan Mountains - Hindu Kush Mountains - Deccan Plateau</td>
<td>- HMH Ch. 26, Sec. 1</td>
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Page 9 of 12
Revised March 2016
5th Grading Period
Pakistan, the People’s Republic of China, the Republic of China (Taiwan), Japan, North and South Korea, Indonesia, and Australia.

- Effects of European colonization, location of other people, places, and environments?
- How does the physical process of monsoons result in physical patterns on Earth?
- How has the process of plate tectonics led to the creation of the Himalayas?

What are the effects of physical environmental processes on the Earth’s surface?
- How does climate influence human activity in a region?

What geographic factors are responsible for the location of economic activities in places and regions?

Describe the four factors of production (natural resources, labor, capital, entrepreneurs)
- What factors give some countries a comparative advantage in the global IT revolution?
- How does climate influence human activity in a region?

- economy
- marketing
- free enterprise
- command economy
- communism
- traditional economy
- means of production
- scarcity
- interdependence

- Traditional Economy
- Outsourcing

CNN Student News

Discovery Education: How to Study Cultures: How Economic Activities Define a Culture
SafariMontage: ABC News The World Economy Part 2: Our Crowded Planet
Econo News The World Economy Part 3: Global Interdependence
GA! Chapter and

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<td>(6A) describe and explain the effects of physical environmental processes such as erosion, ocean currents, and earthquakes on Earth's surface; (6C) analyze the effects of the interaction of physical processes and the environment on humans.</td>
<td>- Effects of European colonization, location of other people, places, and environments?</td>
<td>How does the physical process of monsoons result in physical patterns on Earth?</td>
<td>How has the process of plate tectonics led to the creation of the Himalayas?</td>
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<td>(4C) explain the impact of geographic factors on economic development and the domestic and foreign policies of societies. (5A) identify and explain the geographic factors responsible for the location of economic activities in places and regions; (8B) identify problems and issues that may arise when one or more of the factors of production is in relatively short supply; (8C) explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies</td>
<td>Describe the four factors of production (natural resources, labor, capital, entrepreneurs)</td>
<td>What factors give some countries a comparative advantage in the global IT revolution?</td>
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<td>What geographic factors are responsible for the location of economic activities in places and regions?</td>
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<td>(10B) describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy;</td>
<td>How do indicators such as life expectancy, GDP, GDP per capita, and literacy help us describe levels of economic development?</td>
<td>Compare various countries within each region in order to see differences. Use resources to create a table showing the differences between various countries •Literacy rate •Life expectancy •GDP Per Capita And explain how these factors indicate: •Economic development •Education •Wealth •Medical Care</td>
<td>Activity 28 and Chap/Activity 32</td>
<td>CIA World Factbook -“Asia: Global Influence”</td>
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<td>(11A) identify and describe examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited)</td>
<td>Describe each country’s form of government.</td>
<td>- civil disobedience - caste system - boycott - isolationism Essay - Debate (Point of View) - Role-playing - Group Problem Solving - Research/Data Analysis</td>
<td>Safari Montage: Comparative Government</td>
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<td>(15C) define a multicultural society and consider both the positive and negative qualities of multiculturalism</td>
<td>How does a country meet the challenges created by a large and growing population?</td>
<td>Essay - Debate (Point of View) - Role-playing - Group Problem Solving - Research/Data Analysis</td>
<td>Safari Montage: “What Is Hinduism?” - “What is Buddhism?”</td>
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<td>(16A) identify institutions basic to all societies, including government, economic, educational, and religious institutions; (16B) compare characteristics of</td>
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<td>- Caste System - Hinduism - Tradition - Ancestry - Ceremonies - Create a graphic organizer that shows the similarities and differences between the U.S. and Asian cultures.</td>
<td>Safari Montage: “India” - “What Is Hinduism?” - “What is Buddhism?”</td>
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<td>TEKS</td>
<td>Guiding Questions/Specificity</td>
<td>Assessment</td>
<td>Vocabulary</td>
<td>Instructional Strategies</td>
<td>Resources</td>
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<td>institutions in various contemporary societies</td>
<td>(18A) explain the relationships that exist between societies and their architecture, art, music, and literature</td>
<td>Identify artistic influences from South Asian culture.</td>
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<td></td>
<td>- Compare examples of architecture from Hinduism and Islam (Taj Mahal) <a href="http://www.countryreports.org/">http://www.countryreports.org/</a> - Bollywood movies</td>
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<td>(19A) explain the relationship among religious ideas, philosophical ideas, cultures; (19B) explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies</td>
<td>Analyze the characteristics of Hinduism, Buddhism, and Sikhism</td>
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<td>- polytheism - Hinduism - Buddhism - Daoism - Confucius - Buddha</td>
<td>Essay - Debate (Point of View) - Role-playing - Group Problem Solving - Research and Data Analysis</td>
<td>- HMH Ch. 26, Sec. 3 - YouTube (NatGeo): Diwali: Festival of Lights</td>
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