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Introduction to India

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South Tama County Middle School, Toledo, IA

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Introduction to India

George Kuhter – South Tama County Middle School, Toledo, IA

Grade Level (Req.): 6th-8th grade (easily adapted for all ages)	Content Area (Req.): World Geography, Human Geography, Physical Geography, English/Reading	Unit (Opt.):
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> • • • 		
Time Frame (Req.): This lesson can be used as a short stand-alone unit lasting 1 to 2 days or part of a bigger unit lasting up to one month.	Goal (Req.): To learn about different places in the world.	
	Objective (Req.): Students will understand India and gain knowledge to compare it to the United States.	
Materials Needed (Req.): <ul style="list-style-type: none"> • Colored pencils/crayons/markers • India: An Introduction reading • India flag outline sheet • Outline map of India sheet • Atlas or Almanac • Crossword Puzzle sheet – clues need to be created • 	New Vocabulary (Opt.): <ul style="list-style-type: none"> • • • • • 	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): What do you know about India? What are the basics of India and how does it compare to the United States?		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> 1. India: An Introduction – Have students read “India: An Introduction”. After reading this, you may need to discuss some of the information presented in the reading (depending on the level of the students) or you could show a film introducing the topic. There are a number of good films at your local AEA (depending on your area) that can be used as a better introduction or to complement. 2. Flag Activity – Begin with a short discussion on what a flag means to a people within a country. You may guide the discussion to things like symbolism, patriotism, etc. Then very easily, after reading the short paragraph on the flag of India, discuss the meaning of the Indian flag to the Indian people. (It is similar to the United States and you can draw many parallels with colonialism, repression, etc. You may also talk about the colors, symbols, etc.) As conclusion to the discussion, you could have students color the map of India. This can be a very helpful thing to do with older students, because this may also lead to a discussion about the different cultures that have influenced the people of India (Buddhism, Aryan, Hinduism, Islam) and the problems that it has caused for modern day India. 3. Mapping Activity – This activity can be used for a dual purpose. It may be used to study the location of cities, landforms, bodies of water, and the neighborhood of India and it may be also used to help review the concept of latitude and longitude. Students are to find the places listed on the corresponding map. For younger students, the dots can be whited out or you may use 		

the alternate map. It may also be useful to have students highlight India on the inset map of the world. This will help them work on the concept of absolute and relative location.

4. Crossword Activity – This activity is designed to be an assessment to check for student understanding. The answers are all contained within the reading and it is useful to check for understanding of key concepts and ideas.
5. I would like you to know that any of these activities can be used or not at your own discretion. I use this and similar activities within the context of units on larger regions in my world geography overview class.
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- 7.
- 8.
- 9.
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- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

Formative Evaluation (Req.): Class participation

Assessment (Req.): Crossword puzzle

Iowa Core Curriculum Standards Used (Req.):

- Geography, grade 6-8: Understand the use of geographic tools to locate and analyze information about people, places, and environments.
- Geography, grade 6-8: Understand how geographic and human characteristics create culture and define regions.
- Geography, grade 6-8: Understand how human factors and the distribution of resources affect the development society and the movement of populations.
- Geography, grade 6-8: Understand how physical processes and human actions modify the environment and how the environment affects humans.
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Common Core Curriculum Standards Used (Opt.):

- Speaking and Listening, grade 6-12: Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on specific grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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NGS Standards Used (Req.):

- How to use maps and other geographic representations, tools, and technologies to acquire,

- process, and report information from a spatial perspective
- How to use mental maps to organize information about people, places, and environments in a spatial context
 - How to analyze the spatial organization of people, places, and environments on Earth's surface
 - The physical and human characteristics of places
 - That people create regions to interpret Earth's complexity
 - How culture and experience influence people's perceptions of places and regions
 - The physical processes that shape the patterns of Earth's surface
 - The characteristics and spatial distribution of ecosystems on Earth's surface
 - The characteristics, distribution, and migration of human populations on Earth's surface
 - The characteristics, distribution, and complexity of Earth's cultural mosaics
 - The patterns and networks of economic interdependence on Earth's surface
 - The processes, patterns, and functions of human settlement
 - How the forces of cooperation and conflict among people influence the division and control of Earth's surface
 - How human actions modify the physical environment
 - How physical systems affect human systems
 - The changes that occur in the meaning, use/distribution, and importance of resources
 - How to apply geography to interpret the past
 - How to apply geography to interpret the present and plan for the future

<p>Five Themes of Geography Used (Req.):</p> <ul style="list-style-type: none"> • Location • Place • Human-Environmental Interaction • Movement • Region 	<p>School District Standards and Benchmarks (Opt.):</p> <ul style="list-style-type: none"> • • •
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21st Century Universal Constructs (Opt.):

Other Disciplinary Standards (Opt.):

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Other Essential Information (Opt.):

Other Resources (Opt.):

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India: An Introduction

India is a land of many diverse people and landscapes. The Indus Valley civilization, one of the oldest in the world goes back at least 5/000 years. People known as Aryans from the land northwest of India invaded about 1/500 B.C./creating classical Indian culture. The Aryna invasion led to many other people invading the land including the Arabs, Turks and finally the European trading nations beginning in the 1500's A.D. By the 1900's the British assumed control of the land and they ruled the peoples until the non-violent resistance to their control by Mohandas Gandhi and Jawaharal Nehru led to independence in 1947. After independence, the subcontinent was divided into the secular state of India and the primarily Muslim state of Pakistan. In 1971, after a third war, the part of the territory known as East Pakistan became the separate state of Bangladesh. Today India is a country of more than one billion people and ranks second behind China in total population. It is country that faces an ongoing dispute with Pakistan over the region known as Kashmir, serious environmental concerns, extensive poverty, and ethnic and religious conflicts. Many countries around the world keep investing in the future of India despite these many problems hoping that India may be able to overcome many of their problems.

India Facts at a Glance

Population: 1,049/7000,118(2003,est)

Area: 3,287,590 sq.km

Highest Point: Kanchenjunga(8/598m/26,185ft.)

Lowest Point: Indian Ocean(0m/0ft)

Main Ethnic Groups: Indo-Aryan(72), Dravidian(25), Mongoloid and other(3)

Religions: Hindu (81.3), Muslim (12), Christian (2.3)/Sikh (1.9)/others

including Parsi, Buddhist, Jain (2.5)

Official Name: Republic of India

National Holiday: Republic Day , January 26th,

gained Independence from Great Britain in 1950

Suffrage: 18 years old

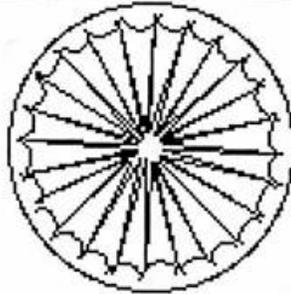
Capital: New Delhi

India's Flag

India's flag was adopted on July 22, 1947 after India became independent from Great Britain. The flag was based upon the design by the Indian National Congress. The Indian flag has three horizontal bars (saffron, white and green) with a blue Dharma Chakra (wheel of law) in the center. The wheel has 24 spokes, representing the 24 hours in the day (at the end of each spoke is a dark blue half moon). The saffron, the color which is sacred in Hinduism, represents courage and sacrifice. The white stands for peace, unity, and truth. The green stands for faith (Islam) and fertility and the blue symbolizes the sky and the ocean.

FLAG

Color the flag of India according to the description on the reverse side of the page. You may also look at a real Indian flag from an almanac to help you.



MAPPING ACTIVITY

On the map of India, please label the following places (black pen), bodies of water (blue pen), and important land forms (green). Color the countries yellow and label them with a black pan. If you need assistance, you may consult an atlas.

Cities

Nagpur (77°E, 21°N)
Varanasi (83°E, 25°N)
Agra (78°E, 27°N)
Bangalore (77°E, 21°N)
Bombay (72°E, 18°N)
Calcutta (88°E, 22°N)
Madras (80°E, 13°N)
New Delhi/Delhi (77°E, 28°N)

Land forms

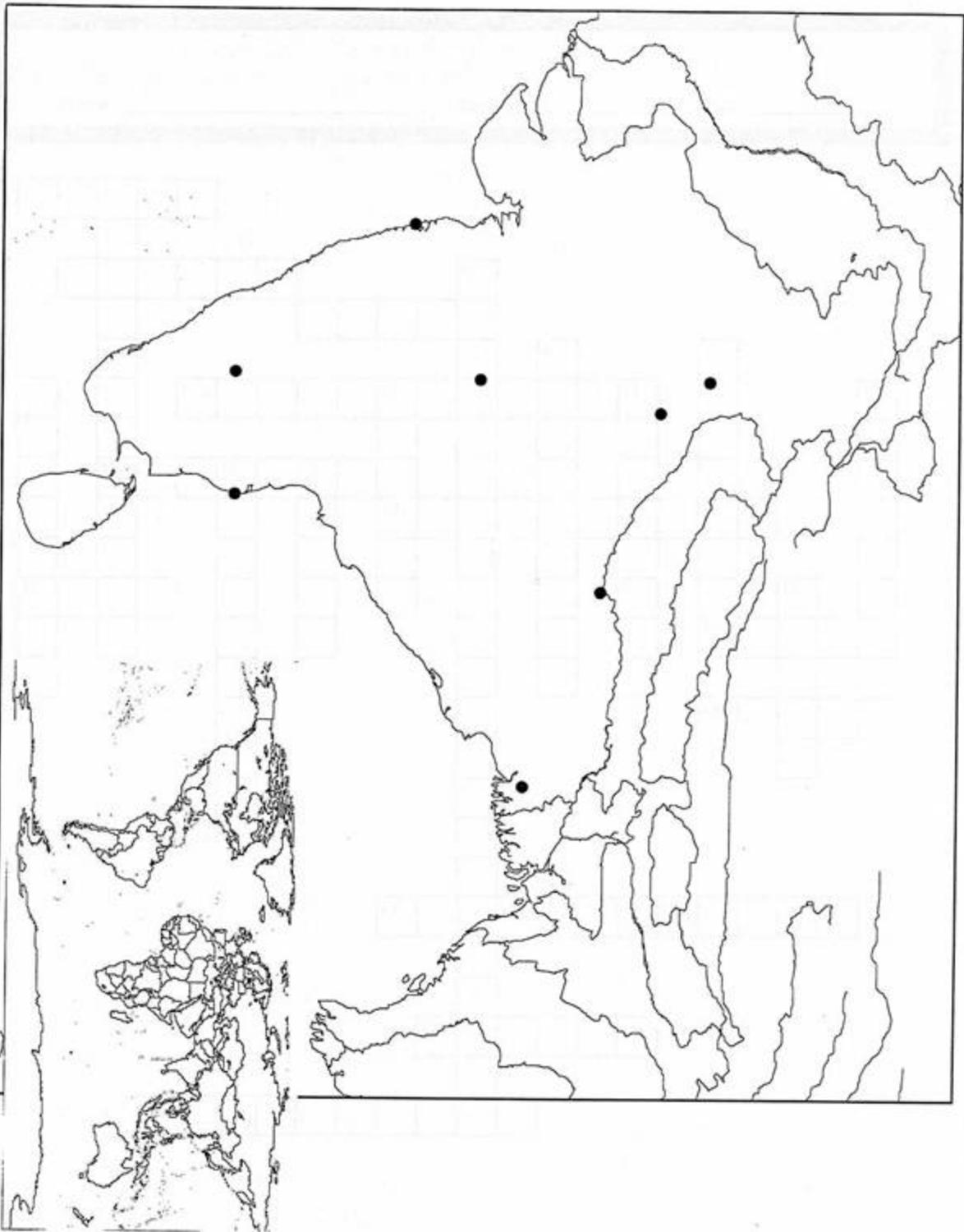
Himalayas Mts. (85°E, 28°N)
Deccan Plateau (77°E, 18°N)

Bodies of Water

Ganges River (86°E, 25°N)
Arabian Sea (65°E, 16°N)
Bay of Bengal (90°E, 17°N)

Countries

Pakistan
China
Bangladesh
Bhutan
Nepal
Sri Lanka
Myanmar



Activity 10: Crossword Puzzle

Name: _____ Class: _____ Date: _____

The crossword puzzle grid consists of 23 numbered starting points for words:

- 1: 1x4 horizontal
- 2: 1x4 vertical
- 3: 1x7 horizontal
- 4: 1x4 vertical
- 5: 1x5 horizontal
- 6: 1x2 horizontal
- 7: 1x4 vertical
- 8: 1x4 vertical
- 9: 1x7 horizontal
- 10: 1x7 horizontal
- 11: 1x2 horizontal
- 12: 1x4 vertical
- 13: 1x4 horizontal
- 14: 1x4 vertical
- 15: 1x4 vertical
- 16: 1x7 horizontal
- 17: 1x3 horizontal
- 18: 1x2 horizontal
- 19: 1x3 horizontal
- 20: 1x4 horizontal
- 21: 1x10 horizontal
- 22: 1x5 horizontal
- 23: 1x10 horizontal

