

2012

Bangladesh through the Alphabet

Geographic Alliance of Iowa

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Bangladesh through the Alphabet

Teacher and School not available

Grade Level (Req.): 7th grade and up	Content Area (Req.): Geography	Unit (Opt.):
Connections to Other Disciplines (Opt.):		
<ul style="list-style-type: none"> • • • 		
Time Frame (Req.): 7 days	Goal (Req.): Students will be able to identify Bangladesh.	
	Objective (Req.): Students will understand the difficulties of Bangladesh and possible solutions to those difficulties.	
Materials Needed (Req.):		New Vocabulary (Opt.):
<ul style="list-style-type: none"> • Banglapedia: National Encyclopedia of Bangladesh • “Disaster and the Silent Gender” • “Bangladesh (Enchantment of the World Series)” • Internet to access websites: http://international.usgs.gov/projects/bg_arsenic.htm; www.worldbookonline.com/wb/Home; http://accuweather.ap.org • Best of Bangladesh CD-rom • Photos compiled during the GAI 2007 visit to Bangladesh • 		<ul style="list-style-type: none"> • • • • •
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): What are some of the problems faced by the people of Bangladesh and what are some of the possible solutions to those problems?		
Instructional Sequence/Procedure (Req.):		
<ol style="list-style-type: none"> 1. Each letter of the alphabet has a specific topic relating to Bangladesh. Each student in class will be assigned a letter. 2. Each topic has a set of questions to go with it. The specific letter and questions will be distributed to each student. 3. Each students will research their topic and take notes. 4. The final product will be a 1-2 page paper or PowerPoint relating the importance of this subject to Bangladesh and answering some or all of the given questions. 5. Each finished product will include a visual representation of the topic. This could be a poster or something similar. 6. Each student will present their work to the rest of the class. 7. Enrichment: Use alternate letter suggestions or create your own after reading about Bangladesh. 8. 9. 10. 11. 12. 13. 		

- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

Formative Evaluation (Req.): Check students' understanding and time management

Assessment (Req.): Students' projects. The assessment will also include a pre- and post-test comparing their interpretations of adversity before and after their project. Pre-test: What kind of adverse conditions caused by nature are faced by people living in Clinton, in Iowa, and the USA? What are some solutions to these problems? Post-test: Has your perception of adversity changed after doing your research and listening to the reports of others in your class? Why has your perception changed or why hasn't it?

Iowa Core Curriculum Standards Used (Req.):

- 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, 6-12: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; make sure the organization, development, substance, and style are appropriate to purpose, audience and task.
- Writing for Literacy in History/Social Studies, 6-12: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to and display information flexibly and dynamically
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NGS Standards Used (Req.):

- How physical systems affect human systems
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Five Themes of Geography Used (Req.):

- Location
- Place
- Human-Environmental Interaction
- Movement
- Region

School District Standards and Benchmarks (Opt.):

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21st Century Universal Constructs (Opt.): Complex Communication, Creativity, Productivity and Accountability

Other Disciplinary Standards (Opt.):

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Other Essential Information (Opt.):

Other Resources (Opt.):

- Information and photos: <http://auth.proquestk12.com/IA/>
- SIRS researcher: www.thedailystar.net (Dhaka newspaper); www.newagebd.com (Dhaka newspaper)
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Information needed – The Alphabet

A – Arsenic

Why is arsenic a problem in Bangladesh?

Where is arsenic found?

How are the people dealing with arsenic?

What are the effects of arsenic poisoning?

What is being done or has been done to contain the arsenic problem?

What is a tube well?

Alternate A – Acid

In Bangladesh we see posters that say, Stop acid violence.

What are these posters referring to?

Who is affected by the violence?

What can be done to stop it?

Where is acid violence a problem?

Why is acid violence a problem?

B – Bangla – Bengali

Why is the national language of Bangla so important to the people of Bangladesh?

How did the language movement begin?

What were the consequences of the fight for their native language?

Who did they fight against?

C – Child Labor

Why is child labor an issue in Bangladesh?

What is being done to end child labor?

Where and what kind of work are children doing in Bangladesh?

Who are the children laborers?

Alternate C – Chittagong Hill Tracts

Where are they located?

Why is there interest in this region?

Why is there controversy?

How are the native people different than in other areas of Bangladesh?

What are some possible solutions to the controversy here?

D- Dhaka

What is the population of Dhaka?

Describe the city, who lives there?

What are some of the problems citizens face in Dhaka?

How can these problems be resolved?

E-Embankments

What is an embankment?

Why are embankments a solution and a problem at the same time?

Where are embankments located?

What is a better solution to the flooding problems in Bangladesh?

Who relies on embankments for survival?

Alternate E – Erosion

Why is erosion a major concern in Bangladesh?

Where does erosion occur?

What happens when something erodes?

Who is affected by erosion, and in what ways are they affected?

F – Flooding

How is Bangladesh affected by flooding?

Why is flooding a perennial problem in Bangladesh?

What can be done to prevent flooding?

Who is affected by the flooding and how are their lives affected?

Where are the worst flood affected areas?

How many different kinds of floods are there?

G – Grameen Bank and Phone company

Who started the Grameen company?

What are the differences between the bank and phone company?

Are these companies helping or harming the people of Bangladesh and why?

What is a microloan?

H – Hindu

What are the main beliefs of the Hindu religion?

How many practicing Hindus are there in Bangladesh?

How is their religion reflected in their everyday life?

Where do they meet for religious services and who do they worship?

Describe a Hindu marriage ceremony.

I – Islam

What are the main beliefs of Islam?

How many people are practicing Islam in Bangladesh?

How is their religion reflected in their everyday life?

Where do they worship?

Who do they worship?

J – Jute

Why is jute production important to Bangladesh?

Where and how does jute grow?

How is jute harvested?

What is made from jute?

Why is the production of jute at risk?

K – Kaushumba mosque

Why is this mosque of specific importance to Bangladesh?

When was it built? Who was ruling at this time?

What else was going on in the world during this time?

What is a mosque and why is it important to the religion of Islam?

L – Lungi

What is a lungi?

What does it signify when a man wears a lungi? Why?

Why don't all men wear one?

How do you tie a lungi?

What other specific clothing do men in Bangladesh wear?

What do they wear to denote their religious beliefs?

M – Monsoon

Why is the monsoon important to Bangladesh?

What is a monsoon?

When does it occur?

How much water falls during the monsoon season?

How do people live with the monsoon?

Why is the monsoon good for some people and bad for others?

Alternate M – Mango

Why are mangoes important to Bangladesh?

How many different variety of mangoes are grown?

When are mangoes in season and how are they grown?

How are they harvested?

What other fruits are grown in Bangladesh?

N - NGO's

What is an NGO?

Why are they important to Bangladesh?

Are all NGO's the same?

What is the difference between national and international NGO's?

How to NGO's help and harm the people of Bangladesh?

O – Outreach @care.bangladesh.org

How is Care helping the people of Bangladesh?

Why do they need help from the rest of the world?

How could your school or community help the people of Bangladesh?

P-Population and Poverty

What is the population of Bangladesh?

What is the life expectancy?

Is population control the answer? How could that be accomplished?

Why do so many of the people live in poverty?

What are some possible solutions to the poverty problem in Bangladesh?

Alternate P – People

Who are the people of Bangladesh?

Where do they live, in the city or country?

Where do they work?

What do they eat?

What sports do they play?

Q – Quality of air

What causes air pollution in Bangladesh?

What is being done to help the air quality?

What is CNG?

How has CNG affected the air quality in the country?

R – Rice

Why is rice production so important in Bangladesh?

How is rice grown?

Where is rice grown?

Describe the process of harvesting and processing rice.

Alternate R – River

What are the major rivers in Bangladesh?

What affect do these major rivers have on the country?

How are they important to transportation?

How do these rivers affect the flooding?

Where do these rivers originate?

S – Shelters

Why are weather shelters important to Bangladesh?

Where are the shelters built?

What else are the shelters used for?

What kind of problems do people face in the shelters?

Are there enough shelters for the entire population of Bangladesh?

Should more shelters be built? Where?

T – Third World

Why is Bangladesh considered a third world country?

What does third world mean?

What can be done to bring Bangladesh out of the third world?

What negative consequences occur when change takes place?

Alternate T – Tiger

Describe the Bengal tiger.

Where does it live in Bangladesh?

How many tigers are left in the wild?

Is the Bengal tiger endangered?

What is being done to preserve this animal in the wild?

Alternate T – Transportation

How do people travel in Bangladesh?

What is a rickshaw?

What is the difference between a cycle rickshaw and a rickshaw van?

What is the traffic situation like in large cities? Is it dangerous?

Do people travel on the rivers?

What kind of boats do they have?

U – Urban migration

What does the term urban migration mean?

How has it changed the landscape of Bangladesh?

What causes people to migrate?

Why are their lives sometimes better and sometimes worse because of it?

V – Villages

Describe village life in Bangladesh.

How big is the village and how many people live there?

How are the houses and buildings constructed?

How are the lives of men and women different?

W- Weather

What kind of severe weather situations do the people of Bangladesh deal with?

Why are so many weather situations life threatening?

Why is weather forecasting crucial to Bangladesh?

How do they alert the people to severe weather ?

How would better forecasting make a difference in the country?

X – oXen

Why are oxen important in rural Bangladesh?

What other animals can be found in the countryside?

How do these animals contribute to farm life?

Are the animals only for eating?

Y – Yunus Muhammed

Who is Yunus Muhammed?

Why is he important to Bangladesh?

What famous award did he receive?

Has he helped or harmed Bangladesh and why?

Z – haZards

What natural hazards affect Bangladesh?

What is being done to minimize the affects of these hazards?

Can natural hazards be prevented? How?

How can more lives be saved when hazards occur?

What is the difference between a hazard and a disaster?