UNIT 8 RESOURCES

South Asia

CHAPTER 23  Physical Geography of South Asia
CHAPTER 24  Cultural Geography of South Asia
CHAPTER 25  The Region Today: South Asia
Book Organization

Glencoe offers resources that accompany *World Geography and Cultures* to expand, enrich, review, and assess every lesson you teach and for every student you teach. Now Glencoe has organized its many resources for the way you teach.

**HOW THIS BOOK IS ORGANIZED**

Each resources book offers blackline masters at unit, chapter, and section levels for each unit. Each book is divided into three parts—unit-based resources, chapter-based resources, and section-based resources. Glencoe has included tabs at the side of every activity page in this book to help you navigate.

**UNIT-BASED RESOURCES**

We have organized this book so that all unit resources appear in the first part of the unit resources book. Although you may choose to use the specific activities at any time during the course of unit study, Glencoe has placed these resources up front so that you can review your options. For example, although World Literature Contemporary Selection 8 appears in the front part of this book, you may plan to use this activity in class during the study of the cultural geography of South Asia in Chapter 24.

**CHAPTER-BASED AND SECTION-BASED RESOURCES**

Chapter-based resources follow the unit materials. For example, Chapter 23 blackline masters appear in this book immediately following Unit 8 materials. The materials appear in the order you teach—Chapter 23 activities; Chapter 23, Section 1 activities; Chapter 23, Section 2 activities; and so on. Following the end of the last section activity for Chapter 23, the Chapter 24 resources appear.

**A COMPLETE ANSWER KEY**

A complete answer key appears at the back of this book. This answer key includes answers for every activity in the book in the order in which the activities appear in the book.

**Acknowledgments**

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To the Teacher

THE TOTAL PACKAGE—WORLD GEOGRAPHY AND CULTURES CLASSROOM RESOURCES
Glencoe’s Unit Resources books are packed with activities for the varied needs of all your students. They include the following activities.

ACTIVITIES FOUND IN UNIT RESOURCES BOOKLETS

- **Location Activities**
  These activities help students master the locations of countries, important cities, and major physical features in the region of study. These activities also reinforce students’ awareness of the relationships among places in the region.

- **Real-Life Applications and Problem Solving Activities**
  These activities present a series of realistic geographic issues and problems that students are asked to solve. The activities are designed to utilize the kinds of critical thinking and geography skills that students need to make judgments, develop their own ideas, and apply what they have learned to new situations.

- **GeoLab Activities**
  These activities give students the opportunity to explore, through hands-on experience, the various geographic topics presented in the text.

- **Environmental Issues Case Studies**
  These case studies provide students with the opportunity to actively explore environmental issues that affect each of the world’s regions. Case studies include critical thinking questions and activities designed to extend students’ knowledge and appreciation of environmental challenges.

- **World Literature Contemporary Selections**
  These readings provide students with the opportunity to read literature by or about people who live in each of the world’s geographic regions. Each selection is preceded by background information and a guided reading suggestion, and followed by comprehension and critical thinking questions.

- **Vocabulary Activities**
  These review and reinforcement activities help students master unfamiliar terms used in the Student Edition. The worksheets emphasize identification of word meanings and provide visual and kinesthetic reinforcement of language skills.

- **Reteaching Activities**
  These are a variety of activities designed to enable students to visualize the connections among facts in the text. Graphs, charts, tables, and concept maps are among the many types of graphic organizers used.

- **Reinforcing Skills Activities**
  These activities correspond to lessons in the SkillBuilder Handbook at the back of the Student Edition. The activities give students the opportunity to gain additional skills practice. In addition, students are challenged to apply the skills to relevant issues in the region of study.

- **Enrichment Activities**
  These activities introduce students to content that is different from, but related to, the themes, ideas, and information in the Student Edition. Enrichment activities help students develop a broader and deeper understanding of the physical world and global community.

- **Guided Reading Activities**
  These activities provide help for students who are having difficulty comprehending the student text. Students fill in missing information in the guided reading outlines, sentence completion activities, or other information-organizing exercises as they read the text.
Section 8 Resources

Location Activity 8
South Asia ................................................................. 1

Real-Life Applications and Problem Solving Activity 8
Increasing Industrial Productivity ........................................ 3

GeoLab Activity 8
Floods ........................................................................ 5

Environmental Issues Case Study 8
Disappearing Forests: Land Use in Sri Lanka ..................... 9

World Literature Contemporary Selection 8
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Location Activity 8A

Use with Unit 8

**DIRECTIONS:** Label each country and city using the maps on pages 582–585 of *World Geography and Cultures.*
DIRECTIONS: Write the correct name for each numbered physical feature in the corresponding blank below.

1. ________________________
2. ________________________
3. ________________________
4. ________________________
5. ________________________
6. ________________________
7. ________________________
8. ________________________
9. ________________________
10. ________________________
11. ________________________
12. ________________________
Increasing Industrial Productivity

Assume the role of a productivity expert. You must use your knowledge of geography and economics to help businesses increase their productivity. Your job involves traveling worldwide to factories that want to become more efficient.

Recently you traveled to Kolkata (Calcutta), India, to consult with the Kolkata Sari Manufacturing Company about improving its productivity. Like every factory, it uses the four factors of production to turn raw materials into finished products. The four factors of production are:

1. Land (including any natural resources)
2. Labor (the people who work in the factory)
3. Management (the people who make decisions about running the factory)
4. Capital (money, machinery, equipment, and tools used to produce finished goods)

To improve the productivity of the factory as a whole, you look for ways to improve the productivity of each of the four factors of production. To help you identify ways to do this at Kolkata Sari Manufacturing, use the chart below to identify as many different elements that make up each factor of production as you can. (For example, land includes the factory building and the raw materials used to make the saris.)

<table>
<thead>
<tr>
<th>Factors of Production in Kolkata Sari Manufacturing</th>
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<tr>
<td>Land</td>
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(continued)
Now that you have identified the elements involved in each factor of production, try to think of ways to increase productivity within each factor of production. Remember, productivity involves producing goods efficiently, not just in large quantities. This may involve increasing output, reducing costs, or both. Record your ideas for improvement in the diagram below.

In the space below, write a paragraph in which you recommend the three most important steps the factory’s management can take to increase productivity. Explain how each step will improve the factory’s productivity and how this is good for the company.
In this GeoLab Activity you will experience how the force of water varies with its depth.

Floods

Floods occur when rain or melting snow produces unusually large amounts of water. Sometimes a watershed, the area of land that drains into a river or stream, receives so much water that its waterways cannot drain properly. Such excess water increases water levels downstream, causing floods.

Engineers build wall-like structures called levees that hold back floodwaters. Levees restrict the rising water’s ability to spread out, thereby forcing it to run at a higher level. As the water level rises, the extra water exerts great pressure on the banks of the levees. Sometimes levees give way and release the floodwaters.

Floods cause more damage in developed areas than in natural regions. One reason less-developed areas are not as likely to flood is the presence of wetlands, which act as a sponge to soak up excess water. Rivers in natural areas also can overflow onto a floodplain—a flat area on either or both sides of the river that absorbs water during a flood. When excess water can flow onto a floodplain and away from the main river channel, the danger of downstream flooding is reduced.

OBJECTIVES

1. To understand what happens when the flow of water is restricted.
2. To make predictions about properties a levee should have to effectively control floodwaters.

Materials

- two 12-foot square sheets of clear plastic, 6 mil or thicker
- garden hose
- supply of water
- writing materials

(continued)
2 Procedures

- Choose a level, soft, outdoor surface near a water faucet. Attach the hose to the faucet. Put the plastic sheet flat on the ground. A second layer of plastic may be used for added strength.

- Have eight or more people stand an equal distance apart around the perimeter of the plastic sheet and grasp the sheet firmly in both hands, forming a bowl.

- Start filling the plastic bowl with water from the hose. The goal is to see how much water the bowl will hold without any water escaping. Each person can move in any way to increase the water capacity. Participants may use their legs to bunch up the plastic a little.

- Repeat the process, moving the plastic in or out in different ways to make it deeper or wider. Pay close attention to changes in the force of the water.
1. How deep were you able to make the water pool?

2. What method of adjusting the plastic bowl allows you to hold the most water with the least effort? In which position was the force of the water most difficult to control?

3. How is this activity similar to and different from the challenges facing actual watersheds when levees are built to constrict rivers?

Critical Thinking

**Drawing Conclusions** According to your observations and what you know about floods, what conclusions might you make about the effectiveness of flood control strategies?
Environmental Issues

Case Studies

Disappearing Forests: Land Use in Sri Lanka

Sri Lanka, at about 25,332 square miles (65,610 sq. km), is comparable in size to the state of West Virginia. This small island country is one of the most biodiverse areas on Earth. Since 1900, the forest area of Sri Lanka has shrunk from about 70 percent to about 24 percent of the total land area, and as habitats disappear, species on the island are disappearing rapidly. Much of the forest area is disappearing due to three reasons: The Sri Lankan government is allowing more and more ethnic Sinhalese people to farm in previously forested areas in order to improve the country’s food security; a buildup of salts in freshwater sources near coastal areas is forcing farmers to resettle; and long-term ethnic conflict between the Hindu Sinhalese people and the Muslim Tamils has caused large areas of forest land to be bombed and burned, pushing people further into forested areas.

The government of Sri Lanka owns about 80 percent of the land, and has encouraged farmers to colonize the forests. The plots occupied by the farmers are very small, and are used for subsistence farming. The farmers cannot buy or sell the land, and cannot use the land as security to borrow money to buy seed or fertilizers. Farms cannot be enlarged to support more people, so the children of most farmers must move to cities or to other undeveloped areas to survive.

With the help of the World Bank, the Sri Lankan government wants to make it possible for farmers to have title to their land, which they could then sell, lease or mortgage. Many people are concerned that farmers will sell their land to large corporations, or will sell the timber in the remaining forests. The government hopes that if farmers could maintain larger farms, more cash crops could be grown for export, and the economy of Sri Lanka would benefit.

**DIRECTIONS:** Read the pro and con arguments below. Then answer the questions under **Examining the Issue.** Use an additional sheet of paper for your answers if necessary.

**PRO**

“The [World] Bank argued...that state interventions...had only resulted in lowered agricultural production while restrictions on the sale and use of granted land has resulted in fragmented small holdings which are not economical.

It recommended that the land market should be developed by issuing saleable or free titles to the farmers. This, it argued, would enhance farmers’ ability to buy up more land and cultivate larger plots using modern technology and machinery, leading to better productivity and more income.”

Environmental Issues
Case Studies

CON
“I have personally witnessed many World Bank, Asian Development Bank, FAO [Food and Agriculture Organization of the United Nations] and other international donor aid being used to change and destroy critical ecosystems in the name of ‘Agricultural or Forestry Development.’ The influx of weedicides and biocides (Sri Lanka enjoys the dubious title of the country with the highest rates of pesticide related deaths in the world) has created havoc with our native biodiversity.”
—Dr. Ranil Senanayake, Chairman of Rainforest Rescue International
November 6, 2006, www.mongabay.com

Examining the Issue

Recalling Facts
1. What are three of the reasons that Sri Lankan farmers are farming in forested areas?

2. What is Sri Lanka proposing to do with government-owned land?

Critical Thinking Skills
3. Making Judgments After reviewing the pro and con arguments above, do you believe it is more important to help the farmers by giving them title to their land, or to protect biodiversity by making sure farm plots are small?

4. Making Inferences Why do you believe the Sri Lankan government is allowing the Sinhalese people to farm in previously forested areas?

Investigating Further
Working in small groups, research environmental issues in one other area in the world where ethnic conflict or government resettlement helped to change the environment and the way that land is used. After your group has gathered information, make a short presentation to the class illustrating the issue.
About the Author

R. K. Narayan was born in 1906 in Madras, India. He learned to speak English at an early age and has written all his novels and short stories in that language. Perhaps for this reason, his works are widely read outside India. Many of his works of fiction are set in the fictional village of Malgudi, which is based on his childhood home. In addition to his original works of prose fiction, Narayan has translated two great verse classics of Indian literature, the Ramayana and the Mahabharata.

GUIDED READING

As you read the following excerpt, think about the role the garden plays in the story.

from “A Snake in the Grass”

On a sunny afternoon, when the inmates of the bungalow were at their siesta, a cyclist rang his bell at the gate frantically and announced: “A big cobra has got into your compound. It crossed my wheel.” He pointed to its track under the gate, and resumed his journey.

The family, consisting of the mother and her four sons, assembled at the gate in great agitation. The old servant, Dasa, was sleeping in the shed. They shook him out of his sleep and announced to him the arrival of the cobra. “There is no cobra,” he replied and tried to dismiss the matter. They swore at him and forced him to take an interest in the cobra. “The thing is somewhere here. If it is not found before the evening, we will dismiss you. Your neglect of the garden and the lawns is responsible for all these dreadful things coming in.” . . . “I have been asking for a grass-cutter for months,” Dasa said. In one voice they ordered him to manage with the available things and learn not to make demands. He persisted. They began to speculate how much it would cost to buy a grass-cutter. . . . [T]he college boy of the house butted in with: “I read in an American paper that 30,000 people die of snake bite every year. . . . I have worked it out, 83 a day. That means every twenty minutes someone is dying of cobra bite.” . . . They tucked up their dhoties, seized every available knife and crowbar, and began to hack the garden. Creepers, bushes, and lawns were laid low. What could not be trimmed was cut to the root. The inner walls of the house brightened with the unobstructed glare streaming in. . . .

. . . . An old beggar cried for alms at the gate. They told her not to pester when they were engaged in a snake hunt. On hearing it, the old woman became happy. “You are fortunate. It is God Subramanya who has come to visit you. Don’t kill the snake.” Mother was in hearty agreement: “You are right. I forgot all about the promised Abhishekam. This is a reminder.” She gave a coin to the beggar, who promised to send down a snake-charmer as she went. Presently an old man appeared at the gate and announced himself as a snake-charmer. . . . “If you show me the snake, I’ll at once catch it. Otherwise what can I do? The moment you see it again, send for me. I live nearby.” He gave his name and address and departed.

At five in the afternoon, they threw away their sticks and implements and repaired to the veranda to rest. They had turned up every stone in the garden and cut down every grass blade and shrub, so that the tiniest insect coming into the garden should have no cover. They were loudly discussing the various measures they would take to protect themselves against reptiles in the future when Dasa appeared before them carrying a water-pot whose mouth was sealed with a slab of stone. He put the pot down and

(continued)
said: “I have caught him in this. I saw him peeping out of it . . . I saw him before he could see me.” . . . Dasa picked up the pot cautiously and walked off saying that he would leave the pot with its contents with the snake-charmer living nearby. He became the hero of the day. They watched him in great admiration and decided to reward him adequately.

It was five minutes since Dasa was gone when the youngest son cried: “See there!” Out of a hole in the compound wall a cobra emerged. It glided along towards the gate, paused for a moment, and crawled under the gate and disappeared along a drain. When they recovered from the shock they asked, “Does it mean that there are two snakes here?” The college boy murmured: “I wish I had taken the risk and knocked the water-pot from Dasa’s hand; we might have known what it contained.”

directions: Use the information from the reading to answer the following questions. If necessary, use a separate sheet of paper.

INTERPRETING THE READING

1. What did the garden look like at the beginning of the story? What does it look like at the end?

2. Given India’s tropical climate, would you expect the family to keep the garden the way it was after all the trimming and cutting?

3. What do the various reactions to the cobra suggest about its importance in Indian life and culture?

CRITICAL THINKING

4. Problem/Solution What would you have done in the family’s place?
Chapter 23
Resources

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Enrichment Activity 23
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**Physical Geography of South Asia**

**DIRECTIONS:** Match each description in the first column with the correct item in the second column. Write the letter of the answer in the blank on the left of each description.

1. large landmass joined to a continent
2. area of fertile soil deposited by river flood waters
3. huge tidal waves caused by underwater earthquakes
4. seasonal wind
5. storm with high winds and heavy rain

**DIRECTIONS:** Study the following block of letters. Locate and circle the five vocabulary terms listed above. Then as an extra challenge, locate and circle the names of the seven countries that make up the region of South Asia. The words may be horizontal, vertical, diagonal, forward, or backward.

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RETEACHING ACTIVITY 23

Terms and Concepts

DIRECTIONS: Write each of the following mountain ranges in the appropriate space below.

<table>
<thead>
<tr>
<th>Hindu Kush</th>
<th>Vindhya Range</th>
<th>Himalaya</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western Ghats</td>
<td>Karakoram Mountains</td>
<td>Eastern Ghats</td>
</tr>
</tbody>
</table>

1. The Himalaya, the ____________, and the ____________ make up the northern border of South Asia.
2. The ____________ are near the southeast coast of the Indian subcontinent.
3. India has developed two distinct cultures because its northern and southern regions are separated by the ____________.
4. The ____________ block the monsoons, keeping them from reaching the Deccan Plateau.
5. The ____________ provide a formidable barrier between China and South Asia.

Working with Geography

DIRECTIONS: Answer the following questions about the physical geography of South Asia.

6. Describe the three main river systems of South Asia, and tell how each one is useful to the people who live in the region.

______________________________________________________
______________________________________________________
______________________________________________________
______________________________________________________

7. Describe the climates and vegetation of the following: the Himalaya, the Indus River region, and the Deccan Plateau.

______________________________________________________
______________________________________________________
______________________________________________________
______________________________________________________

(continued)
**RETEACHING ACTIVITY 23**

**Visualizing Information**

**DIRECTIONS:** Label each South Asian country on the map. Then write the name of each numbered geographical feature where it belongs on the map.

<table>
<thead>
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<tbody>
<tr>
<td>10. India</td>
<td>17. Brahmaputra River</td>
<td>24. Indus River</td>
</tr>
</tbody>
</table>
Reading an Elevation Profile

Most maps are two-dimensional representations of three-dimensional geography and represent how an area would look as seen from above. An elevation profile provides a cross-sectional side view of the land it describes and uses a vertical scale to illustrate elevations measured from sea level. The profile can be read like a line graph, with each rise and fall of the land shown as you follow the profile.

The x-axis often measures the length of the route or area shown, with specific points labeled along the way. The y-axis measures the height, or elevation above sea level in feet and meters, of the area shown.

Practicing the Skill

DIRECTIONS: Examine the elevation profile above that shows some of the terrain you might encounter on a typical hike in the Western Ghats of India. Then answer the questions that follow.

1. Standing at the bottom of this hiking trail, would you be able to see the summit of Anai Kerala? Explain your answer.

2. At what elevation would Crater Lake be found?

3. Which part of this trail might be very difficult to cover? Why?

4. Which part might be easiest to walk? Why?

5. What is the distance between Hut 2 and Hut 3?
**Enrichment Activity 23**

**The Abode of Snow**

The Himalaya mountain ranges form the northern border of the Indian subcontinent and include the highest mountains in the world. The name *Himalaya* comes from two Sanskrit words meaning “the abode [dwelling place] of snow.” Ancient Indian travelers gave the mountains this name because many are so tall that their peaks are covered in snow year-round.

The Himalaya ranges are more than 1,000 miles (1,609 km) long, reaching from the Karakoram Mountains in northern Pakistan to the eastern part of India. The ranges vary from 125 to 250 miles (201 to 402 km) in width. The summit of Mount Everest, the tallest of the Himalaya, is an astounding 29,028 feet (8,848 m) above sea level. The sources of great rivers, including the Indus, Ganges, and Brahmaputra, lie high in the Himalaya.

Because the mountains of the Himalaya are so high, they affect the climate of surrounding areas. The monsoon winds that blow northward through India are forced by rising elevation to release their precipitation before they can pass over the mountains. The result is a rainy season in India, with up to 120 inches (305 cm) of rain per year, and an arid climate in Tibet, on the other side of the mountains, with only 3 to 6 inches (8 to 15 cm) of rain per year. India also has a hot climate because the Himalaya block the cold air from the north.

**DIRECTIONS:** Use the article and study the map to complete the sentences and answer the questions below.

1. ___________ is the tallest mountain in the Himalaya and in the world.

2. Travelers from _________________ gave the Himalaya mountain ranges their name.

3. India has a great deal of _______________ because the Himalaya block the monsoon winds.

4. What is the relationship between the height of these mountain ranges and the meaning of the Sanskrit word *Himalaya*?

5. Which countries contain parts of the Himalaya?

6. What effects may the Himalaya have had on the history of the region? Consider the map as well as what you know about the position, height, and climate of these mountain ranges.
Chapter 23
Section Resources

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Guided Reading  Activity 23-1

The Land

Fill In the Blanks

DIRECTIONS: Use the information in your textbook to fill in the blanks for the following sentences.

1. The seven countries of South Asia are India, Pakistan, Bangladesh, Bhutan, Sri Lanka, and Maldives.

2. South Asia is called a ___________ because mountains separate it from the rest of Asia.

3. The ___________ mountain ranges were created when the Indian plate collided with the Asian plate.

4. The ___________ Plain of India is home to one-tenth of the world’s population.

5. India’s two distinct cultures arose on either side of the ___________ Ranges, which divide the subcontinent.

6. Although the ___________ Plateau has rich soil, mountains block rainfall from the region.

7. ___________ is a teardrop-shaped island that broke off the Indian landmass.

8. The three major rivers of northern South Asia are the Ganges, the Brahmaputra, and the ___________.

9. Hindus consider the ___________ River to be sacred.

10. Almost all of the Gangetic Plain has been cleared to make way for crops such as rice, sugarcane, and ___________.

11. The Brahmaputra and Ganges Rivers meet to form a ___________ at the Bay of Bengal.

12. The region’s many rivers make generating energy from ___________ plants promising.

13. India is a major exporter of ___________, a mineral used to make electric equipment.

14. Sri Lanka is one of the world’s largest producers of ___________, a material used to make pencils.

15. Nepal’s abundant timber resources are threatened by ___________ of forests.

16. To protect its forests, Sri Lanka has banned ___________ of timber since 1977.
Climate and Vegetation

Outline

DIRECTIONS: Use the information in your textbook to complete the following outline.

I. Climate Regions

A. (1.)
   1. Tropical rain forest climate
   2. (2.)

B. (3.)
   1. Humid subtropical climate
   2. Little vegetation at highest elevations
   3. Temperate zone features trees, grasslands, bamboo

C. (4.)
   1. Desert climate
   2. (5.)

II. Seasonal weather patterns

A. (6.)
   1. Hot: warm temperatures change wind direction
   2. Wet: monsoon rains
   3. (7.)
   4. Monsoon rains bring needed rainfall for crops

B. (8.)
   1. Some areas receive little rain.
   2. (9.) are caused by too much rain
   3. (10.) are catastrophic storms with high winds
   4. Earthquakes and tsunamis
Chapter 24
Resources

Vocabulary Activity 24
Cultural Geography of South Asia ................................................................. 24

Reteaching Activity 24
Cultural Geography of South Asia .................................................................... 25

Reinforcing Skills Activity 24
Evaluating Information and Sources ................................................................. 27

Enrichment Activity 24
Art of South Asia: Motion Pictures in India ....................................................... 29
Cultural Geography of South Asia

**DIRECTIONS:** Choose a word or phrase from the box to complete each sentence.

**Word Bank**

<table>
<thead>
<tr>
<th>dharma</th>
<th>karma</th>
<th>raj</th>
<th>total fertility</th>
</tr>
</thead>
<tbody>
<tr>
<td>dzong</td>
<td>mantra</td>
<td>reincarnation</td>
<td>rate</td>
</tr>
<tr>
<td>guru</td>
<td>megalopolis</td>
<td>Sikhs</td>
<td></td>
</tr>
<tr>
<td>jati</td>
<td>mercantilism</td>
<td>stupa</td>
<td></td>
</tr>
</tbody>
</table>

1. A ____________ defines one’s occupation and social position.

2. A chain of closely linked metropolitan areas is sometimes referred to as a ____________.

3. Someone’s moral duty is considered his or her ____________.

4. ____________ are a religious group that incorporates elements of Hinduism and Islam.

5. ____________ is another word for emperor.

6. Nanak, the founder of Sikhism, was a ____________, or teacher.

7. A Buddhist monk will send out invocations by chanting a ____________, or repetitive prayer.

8. The average number of children a woman has in her lifetime forms a statistic known as ____________.

9. An economic system that uses colonies to supply materials and markets to the colonizing country is called ____________.

10. A ____________ is a fortified monastery.

11. A Buddhist shrine is called a ____________.

12. The belief in rebirth as another living being is called ____________.

13. According to the law of ____________, good deeds move a person toward the point at which that person can leave the cycle of rebirth.
RETEACHING ACTIVITY 24

Terms and Concepts

DIRECTIONS: Match each term from Chapter 24 with the correct definition.

1. Indus River Valley
2. self-rule
3. jati
4. Sinhalese
5. stupa
6. colonialism
7. Vedas
8. Kathmandu Valley
9. Dhaka
10. Mumbai
11. Kolkata (Calcutta)
12. Delhi
13. center of India’s iron and steel industry
14. site of South Asia’s early great civilization
15. India’s main port on the Arabian Sea
16. ancient Aryan writings
17. independence for India from western colonialists
18. city in which more than a million people live on the streets
20. the most densely populated area in Nepal
21. capital city of Bangladesh
22. religious shrine common throughout South Asia
23. group that defines one’s occupation and social position
24. rule of India by European governments

Visualizing Information

DIRECTIONS: Look at the diagram below. Write at least four facts about the history, beliefs, or traditions of each religion.

Primary Religions of South Asia

13. Hinduism
14. Buddhism
15. Islam

(continued)
DIRECTIONS: Write a description of the photograph below that answers the following questions: What details do you notice about the people and the train? Why might these people be traveling on this train?

A Crowded Train in Bangladesh

16. 

17. Some of the people on this train may be traveling from rural villages to settle in the capital city of Dhaka. On a separate sheet of paper, write a paragraph from the point of view of one of these travelers, giving the reasons for your move. Then write a second paragraph about what you think your new life in the city will be like. You may need to use your text for ideas.
Evaluating Information from Sources

One of the most challenging elements of research is determining which sources to use. Often, crucial information will differ from one source to another. It is always best to use reliable sources such as encyclopedias and library materials that have been edited and checked by experts and selected by libraries. Yet, sometimes new sources can add fresh details to a report. A thorough evaluation of information from sources includes the steps represented by the questions asked below.

**Source A states:** The first movie shown in India was in 1896 at the Watson Hotel in Bombay (now Mumbai). The first movie made by an Indian was in 1899 by Harishchandra Bhatvadekar. Dada Saheb Phalke was responsible for the first film produced entirely in India in 1913. This film, *Raja Harishchandra*, is considered the birth of India's film industry.

**Source B states:** In 1886, the Lumiere brothers projected six short films in Bombay—Hiralal Sen and H.S. Bhatavdekar made India’s first films in 1899—began what is now known as “Bollywood.”

**Practicing the Skill**

**DIRECTIONS:** Evaluate these conflicting sources of information about India’s film industry by answering the questions.

1. How do these sources differ? 
   
2. What is the most important factual difference? 
   
3. Which of these sources might be more reliable? 
   
4. What is a good way of checking the information in these sources? 

**Reliability:** Source A is a professional consulting service that provides factual information about a wide range of serious issues. Source B is an entertainment site that contains numerous spelling errors and appears to be unedited.
Art of South Asia: Motion Pictures in India

Although most people think of Hollywood as the capital of the movie industry, feature films are made all over the world. India, for example, produces as many as 1,000 films every year—even more than Hollywood.

Indians first saw motion pictures in 1896, when a representative of the pioneering French filmmakers Louis and Auguste Lumière showed examples of short films in Bombay (now Mumbai). Indian filmmakers in Bombay went to work soon afterward. Bombay became the movie capital of India, earning the nickname “Bollywood.” Many early Indian films included song, dance, and mime. Long, dramatic speeches often were made by the films’ heroes. By 1913, Dhundiraj Govind Phalke had made India’s first feature-length film. He also built a studio and film-processing laboratory.

The first talking picture in India, Alam Ara, was released in 1931. It told the story of a king’s daughter who was exiled as a young girl but who manages to return to her family and marry a young prince. Large crowds, eager to see a talking movie featuring the Hindi language, gathered at the Bombay theater where the film was released. Today, Indian films are produced in 16 different languages to appeal to a broad variety of Indian moviegoers.

With the onset of synchronized sound, Indian films began to deal with social and political issues. This sociopolitical filmmaking dominated the 1930s, an era in which the country was moving away from British control. Many films during this time were appeals against social injustices. This tradition of political involvement remains a part of India’s film industry today. Some popular movie stars work for the government. Others promote resistance movements by leading hunger strikes and peace marches.

DIRECTIONS: Use the article to answer the questions below.

1. About how many films are produced in India each year? __________

2. In what year was the first motion picture shown in India? __________

3. Where does the name “Bollywood” come from? __________

4. What theatrical traditions did early Indian filmmakers make part of their movies? __________

5. How does dialogue in Indian films today reflect the cultural diversity of the country? __________

6. How do Indian movie stars today show their concern for social issues? __________
Chapter 24
Section Resources

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India ................................................................................................................... 31

Guided Reading Activity 24-2
Pakistan and Bangladesh ................................................................................ 32

Guided Reading Activity 24-3
Nepal, Bhutan, Maldives, and Sri Lanka ..................................................... 33
India

Underline the Correct Words

DIRECTIONS: Underline the word or phrase in parentheses that best completes the following sentences.

1. About _______________ percent of the world’s population lives in India. (5/15)

2. The _______________ people, a group of hunters and herders, settled in India in the 2000s B.C. (Aryan/Mongol)

3. Most of India’s people live in _______________ areas, where life has changed little in centuries. (urban/rural)

4. India’s main port on the Arabian Sea, _______________ is its largest city. (Mumbai/Delhi)

5. Kolkata (Calcutta), is the center of India’s iron and steel industries, located on a branch of the _______________ (Ganges/Indus) River.

6. India’s second-largest city, _______________, is part of a megalopolis. (Delhi/Calcutta)

7. _______________ taught that people suffer because they are too attached to material things. (The Buddha/Gandi)

8. Indians won their freedom from Great Britain in _______________. (1933/1947)

9. India is the world’s largest _______________. (monarchy/democracy)

10. Most people in India are _______________. (Hindus/Buddhists)

11. India’s large film industry, nicknamed _______________, is centered in Mumbai. (jati/Bollywood)

12. Traditional arranged marriages in India are based on _______________, economic status, and education. (age/caste)
Pakistan and Bangladesh

Fill In the Blanks

DIRECTIONS: Use the information in your textbook to fill in the blanks for the following sentences.

1. In Bangladesh, most people are ________________ , an ethnic background they share with some of their neighbors in the Indian state of Bengal.

2. By 2009, the average woman in Bangladesh gave birth to ________________ children.

3. In Pakistan, about 35% of the population lives in ________________ areas.

4. One of the world’s greatest ancient civilizations developed writing and trade in South Asia’s _________________.

5. The ________________ religion has had an enormous influence on the society and culture of both Pakistan and Bangladesh.

6. The idea of a separate ________________ state in the region began to emerge in the 1930s.

7. Conflict over control of ________________ has caused decades of war and fighting between India and Pakistan.

8. In ________________, Pakistan conducted underground nuclear weapons tests.

9. After East Pakistan broke away from its western counterpart, it took the name ________________.

10. Both Bangladesh and Pakistan have ________________ forms of government, but are plagued by instability, violence, and military rule.

11. Instability led to a ________________ takeover in Pakistan in 1999.

12. The percentage of literate females in Pakistan is only ________________.

13. Although Hinduism is practiced in both countries, ________________ is the main religion in Pakistan and Bangladesh.

14. ________________, a form of devotional singing, is very popular in Pakistan.
Nepal, Bhutan, Maldives, and Sri Lanka

DIRECTIONS: Underline the word or phrase in parentheses that best completes the following sentences.

1. The country of Sri Lanka has ____________ main ethnic groups. (two/three)

2. The ____________ people make up the majority of the population of Bhutan.
   (Sinhalese/Bhote)

3. ____________ is the major religion of Bhutan. (Tibetan Buddhism/Hinduism)

4. Sherpas are a group of Tibeto-Nepalese people best known for their ____________ skills.
   (sailing/mountaineering)

5. Only about 25 people per square mile make their homes in the ____________ because of
   the area's unfavorable climate. (Himalayan highlands/Kathmandu Valley)

6. The Maldivian Islands were first settled by ____________ peoples from Southern Asia.
   (Arab/Buddhist)

7. A Tibetan ____________ developed a system of law for ruling Bhutan in the early 1600s.
   (lama/king)

8. Because of its isolation, Nepal was never colonized by ____________. (China/Europe)

9. Sri Lanka has experienced periods of civil unrest due to divisions between the Sinhalese and the
   ____________. (Tamils/Sikhs)

10. The Maldives became an independent republic in ____________. (1948/1968)

11. ____________ receive free education from primary through university levels.
    (Sri Lankans/Nepalese)

12. Cholera and dysentery are common diseases in the region because of its lack of
    ____________. (doctors/clean water)

13. The official languages of Nepal, Sri Lanka, and Maldives have ____________ roots.
    (Indo-European/Chinese)

14. Monks in Bhutan chant ____________, or repetitive prayers. (dharmas/mantras)

15. Much of South Asia's ancient art is found in Buddhist shrines, called ____________.
    (dzongs/stupas)
Chapter 25 Resources

Vocabulary Activity 25
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Reteaching Activity 25
The Region Today: South Asia ................................................................... 37

Reinforcing Skills Activity 25
Predicting Consequences ............................................................................. 39

Enrichment Activity 25
On the Road in South Asia ........................................................................... 41
The Region Today: South Asia

**DIRECTIONS:** Choose a word or phrase from the box to complete each sentence.

**Word Bank**

- biomass
- green revolution
- cottage industry
- jute
- cash crop
- ecotourism

1. An agricultural product a country grows for sale or export is called a _________________.
2. ________________, a fiber used to make string, rope, and cloth, is a cash crop.
3. In the 1960s, the ________________ set an example of multinational agricultural cooperation.
4. A ________________ is a business that employs workers within their homes.
5. ________________ encourages responsible interaction between humans and their environment.
6. Many people in South Asia rely on wood and animal dung, called ________________, as their main energy source.

**DIRECTIONS:** Match each description in the first column with the correct item in the second column. Write the letter of the answer in the blank at the left of each description.

7. using resources at a rate that does not deplete them
   - A. *Chipko*
8. the illegal killing of protected animals
   - B. *Dalits*
9. an Indian “tree-hugger” movement
   - C. nuclear proliferation
10. the spreading development of atomic weapons
    - D. poaching
11. the lowest social caste
    - E. sustainable development
RETEACHING ACTIVITY 25

Terms and Concepts

DIRECTIONS: Match each term from Chapter 25 with the correct definition.

1. Tamils
2. Chipko
3. sustainable development
4. soil erosion
5. biomass
6. Kashmir

a. balancing economic growth with environmental policy
b. wood and other burnable vegetation
c. disputed area between Pakistan and India
d. result of slash-and-burn farming and timber harvesting
e. people in conflict with the Sinhalese in Sri Lanka
f. movement known for its reforestation projects

Working with Geography

DIRECTIONS: You are a South Asian delegate to the United Nations. You have been asked to give a speech about the relationship between Pakistan and India, including the situation in Kashmir. Write a draft of the speech on a sheet of paper. Explain the history of the situation, describe the situation as it stands today, and tell your concerns and hopes for the future.

7. Taking Notes
RETEACHING ACTIVITY 25

Organizing Information

DIRECTIONS: Read the Fact Bank statements about the economy of South Asia. Then write the letter of each statement in the correct category box below.

Fact Bank

A. The Indian government provides health care and education to its people.
B. Bhutan’s mountains make mineral extraction difficult.
C. After independence, many industries were run by the Indian government.
D. Most people in South Asia practice subsistence farming.
E. The service industry became increasingly important in the 1990s.
F. Fruit is grown in Pakistan, jute in Bangladesh.
G. India is the world’s leading exporter of software services.
H. Sri Lanka has tea, rubber, and coconut plantations.
I. Traditional fishers face competition from large oceangoing fisheries.
J. In the Himalayan highlands, farmers terrace steep slopes.
K. Textiles have provided incomes for hundreds of years.
L. Wholesale and retail trade are important in India.
M. India has iron ore, coal, bauxite, and copper reserves.
N. Bhutan has coal, lead, marble, zinc, and copper.
O. Service industries include transportation, real estate, tourism, and banking.
P. Pakistan and India have petroleum reserves.
Q. During the green revolution, scientists developed new varieties of rice.
R. Shipbreakers recycle iron and steel.
S. Bangladesh produces shrimp and frogs’ legs.
T. Indian computer professionals are in high demand worldwide.
U. Water for crops is sometimes carried by hand for miles.
V. Sri Lanka and Pakistan export fish, shrimp, and lobsters.
W. Drought can destroy a family’s food source.
X. People make furniture, cloth, and jewelry in their homes.
Y. Industrialization in India began under British rule.
Z. Rice is the major food crop of South Asia.

South Asian Economy

8. Farming
9. High-Tech
10. Mining and Fishing
11. Industry
12. Service
Predicting Consequences

Sound planning often requires an educated guess. When you make an educated guess, you are making a prediction based on the information you have. Study the responses to three challenges faced by countries in South Asia. Then predict consequences, using educated guesses.

Practicing the Skill

**DIRECTIONS:** The following table presents information about three challenges found in South Asia. Complete the table by predicting two possible consequences for each response.

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Response</th>
<th>Possible Consequence</th>
<th>Possible Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. South Asia needs to feed its ever-growing population.</td>
<td>More productive varieties of rice are introduced, but they require modern technology to be successful.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Deforestation, overhunting, and irrigation endanger many animals.</td>
<td>Countries create wildlife reserves to save endangered animals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Many farmers in Bangladesh have lost their farms to flooding from rivers.</td>
<td>Dams are built to control floods.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
On the Road in South Asia

The countries of South Asia vary widely in the development of their road systems. The table below reflects some of these differences. Physical geography plays an important role in the extent and condition of the road systems in these countries. Study the table below. Then, answer the questions that follow. (Note that the Maldives are not listed in the table because the only roadways in these islands are a few miles of city streets in the capital city.)

<table>
<thead>
<tr>
<th>Country</th>
<th>Total Roads</th>
<th>Paved Roads</th>
<th>Percent Paved</th>
<th>Unpaved Roads</th>
<th>Percent Unpaved</th>
<th>Km of Road per Square Km</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangladesh</td>
<td>239,226 km</td>
<td>22,726 km</td>
<td>9.5%</td>
<td>216,500 km**</td>
<td>90.5%</td>
<td>1.79</td>
</tr>
<tr>
<td>Bhutan</td>
<td>8,050 km</td>
<td>4,991 km</td>
<td>62%</td>
<td>3,059 km*</td>
<td>38%</td>
<td>0.17</td>
</tr>
<tr>
<td>India</td>
<td>3,851,440 km</td>
<td>2,411,001 km</td>
<td>63%</td>
<td>1,440,439 km**</td>
<td>37%</td>
<td>1.17</td>
</tr>
<tr>
<td>Nepal</td>
<td>15,905 km</td>
<td>8,573 km</td>
<td>54%</td>
<td>7,332 km*</td>
<td>46%</td>
<td>0.11</td>
</tr>
<tr>
<td>Pakistan</td>
<td>255,856 km</td>
<td>157,975 km***</td>
<td>62%</td>
<td>97,881 km***</td>
<td>38%</td>
<td>0.32</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>97,287 km</td>
<td>78,802 km</td>
<td>81%</td>
<td>18,485 km**</td>
<td>19%</td>
<td>1.48</td>
</tr>
</tbody>
</table>

*2002, **2003, ***including 367 km of expressways, ****2004

Source: CIA World Factbook 2006

1. Which two countries have the fewest roads per square kilometer?

2. What geographic feature might affect the building of roads in these two countries?

3. Which country has more than 1 million kilometers of unpaved roads?

4. Which country has the highest percentage of unpaved roads?

5. What weather pattern might have a strong negative effect on travel and road maintenance in this country?

6. Which country has the highest percentage of paved roads?

7. What role might size have played in helping this country accomplish this feat?

8. Which country has a relatively small system of paved roads for its size that includes those near urban areas that allow high-speed travel? What are these roads called?
Chapter 25
Section Resources

Guided Reading Activity 25-1
The Economy ................................................. 43

Guided Reading Activity 25-2
People and Their Environment ............................................ 44
The Economy

Fill In the Blanks

DIRECTIONS: Use the information in your textbook to fill in the blanks for the following sentences.

1. In South Asia wooden plows usually are pulled by water buffalo or ________________.

2. In the Himalayan highlands, ________________ is a widespread farming method.

3. In much of South Asia, farmers work in flooded fields to grow ________________.

4. ________________ exports of plantation crops have declined as other economic activities have increased.

5. India and Pakistan are major growers of ________________.

6. In Bangladesh, ________________ is grown and used to make rope and string.

7. Despite increased agricultural ________________, South Asia struggles to feed its people.

8. The green revolution introduced new and more productive ________________ of crops to South Asia.

9. Bangladesh has untapped wealth in the form of ________________ reserves.

10. Among the abundant fish and shellfish in South Asia are lobster, ________________, and fish.

11. Industrialization in India began when it was a ________________ colony.

12. In ________________, an economic crisis led India toward major economic reforms.

13. ________________ and pashmina come from a rare breed of goats native to the Jamma and Kashmir region.

14. Banking and other ________________ industries are gaining ground in India.

15. The ________________ sector yields billions of dollars in income for India.

16. Tourism brings needed revenue into ________________, which people visit to see the magnificent Himalaya Mountains.
People and Their Environment

Underline the Correct Words

**DIRECTIONS:** Underline the word or phrase in parentheses that best completes the following sentences.

1. In South Asia, a key to successful resource management is ________________ development.
   (sustainable/limited)

2. Dams can reroute water for irrigation and ________________ by holding water in reserve for times of drought. (change river courses/control flooding)

3. Dam building deprives downstream areas of ________________ that nourishes the soil.
   (silt/wildlife)

4. South Asia faces an environmental crisis because of ________________.
   (deforestation/habitat loss)

5. In Bangladesh, disappearance of the mangrove forests has led to devastating ________________ from storm floods. (erosion/drought)

6. Severe coastal erosion in ________________ repeatedly displaces people from their homes.
   (Pakistan/Bangladesh)

7. The habitats of South Asia’s wildlife have been reduced because of ________________ and irrigation. (industrialization/deforestation)

8. Scientists want to predict the timing and ________________ of the monsoon rains in the Bay of Bengal. (direction/intensity)

9. Since 1998, nuclear capability has escalated the potential danger in the conflict between India and ________________ over the region of Kashmir. (Pakistan/Afghanistan)

10. The ________________ accuse the Sinhalese who control Sri Lanka’s government of discrimination. (Tamils/Muslims)
Unit 8 Location Activity  pp. 1–2
A. Labeling should be consistent with the Unit 8 Regional Atlas on pages 582–585.

Unit 8 Real-Life Applications  pp. 3–4
Possible answers: Land: locating less expensive or closer sources of raw materials; Labor: instituting worker welfare programs or improving working conditions to heighten employee loyalty; Management: instituting manager training programs, using workers’ input in management decisions; Capital: purchasing newer, faster, more reliable, or more efficient machinery
Answers will vary but should demonstrate knowledge of the four factors of production and how those factors relate to productivity.

GeoLab Activity 8  pp. 5–7
1. Answers will vary from about 2 to 4 feet deep, depending on how successful participants are in holding the sides of the plastic sheet.
2. Students should find that making the bowl with low sides by standing far apart requires the least effort and results in the most water volume. Attempts to fill a smaller diameter bowl with higher sides will cause greater difficulty as the water level increases.
3. Similar: The sides of the bowl allow an increase in water level, similar to what happens when a levee is built. Water pressure increases as the water level increases, and water can escape wherever a weak spot occurs. Different: The plastic does not allow the water seepage and soil erosion that would occur in a levee.

Critical Thinking: Generally, the less developed the floodplain is and the wider apart the levee walls are, the less damage will occur during a flood.

Unit 8 Environmental Issues  pp. 9–10
1. to improve Sri Lankan food security; because coastal area water supplies are contaminated with salt; people are being forced into forested areas by ethnic conflict
2. The Sri Lankan government wants to give farmers the title to the land they are farming, so that they will be able to buy, sell, and mortgage land.
3. Student answers may vary. Pro answers may include that farmers would become more prosperous, and that farmers would be more likely to protect land that they own. Con answers may include that giving farmers the title to their land is a short-term solution, since farmers who sell their land will probably move into the cities, where they will need to find jobs, educational opportunities, and places to live.
4. Student answers may vary. The Sri Lankan government is run mainly by the ethnic Sinhalese. Because of the conflict with the Tamils, the government wants to increase the number of Sinhalese in the area.

Investigating Further
Conflicts described may include examples such as the Ituri conflict between the Hema and Lendo people of the Democratic Republic of Congo; the devastating oil spill off the coast of Lebanon caused when Israeli missiles destroyed a Lebanese power plant during the August 2006 conflict; large dam projects such as the Narmada Valley in India; or the problem with elevated sulfur dioxide levels in and around the growing cities of Beijing, Chongqing, and Benxi in China.

Unit 8 World Literature  pp. 11–12
1. It had creepers, lawns, and bushes, and it shaded the house. After the destruction, the inner walls of the house were brightened with unobstructed glare. There was no cover for even the tiniest insect.
2. Possible answers include the following: The family might restore the shade to the house to keep out the heat; they might let the garden grow back because they enjoy its beauty; or they might keep the garden bare because they fear more snakes.

3. The people feared the cobra, but they also believed it was the god Subramanya who had come to visit them. They felt a mixture of terror and respect for the power associated with the snake.

4. Student answers will vary but should take into consideration the family’s immediate frightened reaction to the danger posed by the cobra.

Vocabulary Activity 23 p. 14
1. B
2. A
3. D
4. E
5. C

Reteaching Activity 23 pp. 15–16
1. Karakoram Mountains; Hindu Kush
2. Eastern Ghats
3. Vindhyas Range
4. Western Ghats
5. Himalaya
6. The Indus River flows through Pakistan and empties into the Arabian Sea. It is an important waterway and provides water for fruit orchards. The Brahmaputra flows west and south from the Himalaya through India into Bangladesh, where it joins with the Ganges. It is important for inland shipping and hydroelectric power. The Ganges flows east from the Himalaya through the Ganges Plain, which is India’s most agriculturally productive area. The Ganges has immense cultural and religious importance to India’s people.

7. The climate of the Himalaya varies with altitude. The lower regions have a temperate climate and coniferous trees; the highest regions have no vegetation and are cold year-round. Most of the Indus River region has a desert climate with desert scrub and low thorny trees, except for close to the river. The Deccan Plateau has an arid steppe climate.

Reinforcing Skills Activity 23 p. 17
1. No; the steep initial slope would block the view of the summit.
2. at about 6,562 feet (about 2,000 m)
3. the first part of the climb, because sections of it are very steep
4. the very end, because the profile shows that the trail levels out and becomes almost flat
5. about 10 miles (16 km)

Enrichment Activity 23 p. 19
1. Mount Everest
2. India
3. rain
4. Possible response: Because many peaks are so tall that they remain snow-covered all year, Indian travelers referred to them as “the abode of snow.”
5. India, Pakistan, China, Tibet, Nepal, and Bhutan
6. Students should recognize that the Himalaya ranges are almost impassable because of their height and intense cold. Students should see that this is not only a barrier to immigration, travel, and cultural exchange, but also a protection for countries on both sides of the mountains against enemy armies.

**Guided Reading Activity 23-1** p. 21
1. Nepal
2. subcontinent
3. Himalaya
4. Ganges
5. Vindhya and the Satpura
6. Deccan
7. Sri Lanka
8. Indus
9. Ganges
10. jute
11. delta
12. hydroelectric
13. mica
14. graphite
15. overcutting
16. exports

**Guided Reading Activity 23-2** p. 22
1. Tropical regions
2. Tropical savanna climate
3. Midlatitude and highland regions
4. Dry regions
5. Steppe climate
6. Monsoon rains
7. Cool: dry monsoon winds
8. Natural disasters
9. Floods
10. Cyclones

**Vocabulary Activity 24** p. 24
1. *jati*
2. megalopolis
3. dharma
4. Sikhs
5. Raj
6. guru
7. mantra
8. total fertility rate
9. mercantilism
10. *dzong*
11. stupa
12. reincarnation
13. karma

**Reteaching Activity 24** pp. 25–26
1. b
2. e
3. k
4. g
5. j
6. l
7. d
8. h
9. i
10. c
11. a
12. f
13. Hinduism: main religion of India; sadhus wear yellow robes and carry begging bowls; grew out of Aryan culture; dharma is moral duty; karma explains how good deeds move a person forward or how bad deeds hold a person back; reincarnation refers to the cycle of rebirth; many gods and goddesses; many Hindus tolerant of other religions
14. Buddhism: based on teachings of Gautama Siddhartha; suffering comes from attachment to material things; believe in reincarnation; believe that enlightenment, or attaining nirvana, is possible
15. Islam: primary religion of Pakistan, Maldives, and Bangladesh; women often wear enveloping robes called *chadors*; Muslim traders came to the region in the 700s; Muslims conquered northern India by the 1100s, and many converted to Islam; the Taj Mahal is an Islamic tomb
16. Students’ descriptions may include the following: a large number of people hanging on the outside of the train; the people on the left who appear to want to get on; almost all the people shown seem to be boys and men; many are barefoot; and many of the men are wearing white caps.
17. Reasons for the move may include rural unemployment, lack of food, desire for excitement, hopes for a good job. Paragraphs on expectations about life in the city should show an understanding of the characteristics of Asian cities.

**Reinforcing Skills Activity 24** p. 27
1. different dates, different spellings of names
2. Source A says that the first time films were shown in India was in 1896. Source B cites 1886 for this milestone.
3. Source A
4. Check other sources such as encyclopedias or film industry histories to confirm facts.

**Enrichment Activity 24** p. 29
1. about 1,000
2. 1896
3. Possible response: Hollywood is the film capital of the U.S.; Bombay (now Mumbai) became the center of the Indian film industry. “Bollywood” combines these two place names.
4. song, dance, mime, and long dramatic speeches
5. Possible response: Dialogue in Indian films reflects the cultural diversity of the country because Indian films are produced in 16 different languages.
6. Possible response: Some Indian movie stars work for the government; others lead hunger strikes and peace marches.

**Guided Reading Activity 24-1** p. 31
1. 15
2. Aryan
3. rural
4. Mumbai
5. Ganges
6. Delhi
7. The Buddha
8. 1947
9. democracy
10. Hindus
11. Bollywood
12. caste

**Guided Reading Activity 24-2** p. 32
1. Bengali
2. 2.5
3. urban
4. Indus River valley
5. Islamic
6. Muslim
7. Kashmir
8. 1998
9. Bangladesh
10. parliamentary republic
11. military
12. 36 percent
13. Islam
14. Qawwali

**Guided Reading Activity 24-3** p. 33
1. two
2. Bhoti
3. Tibetan Buddhism
4. mountaineering
5. Himalayan highlands
6. Buddhist
7. lama
8. Europe
9. Tamils
10. 1968
11. Sri Lankans
12. clean water
13. Indo-European
14. mantras
15. stupas

**Vocabulary Activity 25** p. 35
1. cash crop
2. Jute
3. green revolution
4. cottage industry
5. Ecotourism
6. biomass
7. E
8. D
9. A
10. C
11. B

**Reteaching Activity 25** pp. 37–38
1. e
2. f
3. a
4. d
5. b
6. c
7. Speeches should cover the following points: religious and ethnic disagreements and conflicts between Hindus and Muslims since 1967; conflict over borders and rule of Kashmir; present threat of nuclear proliferation.
8.–12. Order of answers within each category may vary.
9. G, T
11. C, E, K, R, X, Y
12. A, L, O
**Reinforcing Skills Activity 25**  p. 39

1. Possible answers include the following:
   Large increases in rice and wheat production mean more food can be stored and exported. Some areas cannot implement new methods; monsoons limit planting seasons in some areas; modernization is expensive.

2. Possible answers include the following:
   Protected animals leave reserves and damage farmers' crops. Reserves have an economic impact on logging, hunting, and poaching.

3. Possible answers include the following:
   Dams change courses of rivers, reroute water for irrigation, and control flooding as well as hold water in reserve for times of drought. Drawbacks include trapping silt that otherwise would flow downriver to enrich the soil. Reservoirs can trap bacteria, which is a source of disease. Wildlife and human communities are affected by the rerouting of rivers.

**Enrichment Activity 25**  p. 41

1. Bhutan (0.17) and Nepal (0.11)
2. the Himalaya
3. India
4. Bangladesh
5. monsoon rains
6. Sri Lanka
7. Sri Lanka is a small island nation.
8. Pakistan; expressways

**Guided Reading Activity 25-1**  p. 43

1. oxen
2. terracing
3. rice
4. Sri Lanka's
5. cotton
6. jute
7. productivity
8. varieties
9. natural gas
10. shrimp
11. British
12. 1991
13. Cashmere
14. service
15. high-technology
16. Nepal

**Guided Reading Activity 25-2**  p. 44

1. sustainable
2. control flooding
3. silt
4. deforestation
5. erosion
6. Bangladesh
7. deforestation
8. intensity
9. Pakistan
10. Tamils