### Chapter 24 Planning Guide

#### Key to Ability Levels
- **BL** Below Level
- **OL** On Level
- **AL** Above Level
- **ELL** English Language Learners

#### Key to Teaching Resources
- Print Material
- CD-ROM or DVD
- Transparency

#### Levels

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✓ Chapter- or unit-based activities applicable to all sections in this chapter. *Also available in Spanish
### Resources

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✓ Chapter- or unit-based activities applicable to all sections in this chapter.  
*Also available in Spanish
Chapter 24 Integrating Technology

Using the Lesson Planner

Teach With Technology

What is the Lesson Planner?
The TeacherWorks™ Plus Lesson Planner is a practical tool for creating and organizing daily lesson plans using an interactive calendar.

How can the Lesson Planner help me?
The Lesson Planner makes it easy to see, at a glance, the resources you have chosen to use for each class on any given day. Using a simple drag-and-drop format, you can generate lesson plans using any number of ancillary titles included in the TeacherWorks™ Plus software, as well as Internet links, documents, files, and programs of your choosing. Once a lesson plan is created, the Lesson Planner serves as a launching point for these resources.

The Lesson Planner is a feature of TeacherWorks™ Plus.

Geography ONLINE
Visit glencoe.com and enter QuickPass™ code WGC2630C24T for Chapter 24 resources.

You can easily launch a wide range of digital products from your computer’s desktop with the McGraw-Hill widget.

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• **Timed Readings Plus in Social Studies** helps students increase their reading rate and fluency while maintaining comprehension. The 400-word passages are similar to those found on state and national assessments.

• **Reading in the Content Area: Social Studies** concentrates on six essential reading skills that help students better comprehend what they read. The book includes 75 high-interest nonfiction passages written at increasing levels of difficulty.

• **Reading Social Studies** includes strategic reading instruction and vocabulary support in Social Studies content for both ELLs and native speakers of English.

• **Content Vocabulary Workout** (Grades 6-8) accelerates reading comprehension through focused vocabulary development. Social Studies content vocabulary comes from the glossaries of Glencoe’s Middle School Social Studies texts. [www.jamestowneducation.com](http://www.jamestowneducation.com)

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**National Geographic**

**Index to National Geographic Magazine:**

The following articles relate to this chapter:


**National Geographic Society Products** To order the following, call National Geographic at 1-800-368-2728:

Access National Geographic’s new dynamic MapMachine Web site and other geography resources at:
- [www.nationalgeographic.com](http://www.nationalgeographic.com)
- [www.nationalgeographic.com/maps](http://www.nationalgeographic.com/maps)

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**Biography**

The following videotape programs are available from Glencoe as supplements to Chapter 24:

- **Mahatma Gandhi: Pilgrim of Peace**

To order, call Glencoe at 1-800-334-7344. To find classroom resources to accompany many of these videos, check the following pages:
- A&E Television: [www.aetv.com](http://www.aetv.com)
- The History Channel: [www.historychannel.com](http://www.historychannel.com)

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**Reading List Generator CD-ROM**

Use this database to search more than 30,000 titles to create a customized reading list for your students.

- Reading lists can be organized by students’ reading level, author, genre, theme, or area of interest.
- The database provides Degrees of Reading Power™ (DRP) and Lexile™ readability scores for all selections.
- A brief summary of each selection is included.

**Leveled reading suggestions for this chapter:**

For students at a Grade 7 reading level:
- **Benazir Bhutto: Prime Minister**, by Elizabeth Bouchard
- **Miss Youghal’s Sais**, by Rudyard Kipling

For students at a Grade 8 reading level:
- **Ancient Transportation: From Camels to Canals**, by Michael Woods & Mary B. Woods

For students at a Grade 9 reading level:
- **Gandhi’s Truth on the Origins of Militant Nonviolence**, by Erik H. Erikson
Focus

More About the Photo

Visual Literacy  Hindus celebrate the coming of spring with the colorful festival known as Holi. The festivities encourage revelers to literally “paint the town” and each other with colored water and powders.

Teach

As you begin teaching this chapter, read the Big Idea out loud to students. Explain that the Big Idea is a broad, or high-level, concept that will help them understand what they are about to learn. Use the Essential Question for each section to help students focus on the Big Idea.

Cultural Geography of South Asia

Cultures are held together by shared beliefs and common practices and values. A study of the cultural geography of South Asia will reveal how the region’s history is tied to its ancient past through language and social structures.

Essential Questions

Section 1: India
What things can one learn about a country by studying its people?

Section 2: Pakistan and Bangladesh
In what ways can conflict shape a country?

Section 3: Nepal, Bhutan, Maldives, and Sri Lanka
How might the location of a country influence its culture?

Section 1: India

Essential Question  What things can one learn about a country by studying its people? (its history, religious and ethnic makeup, political and social systems, culture) Explain to students that in Section 1 they will learn how the people of India have shaped its rich culture from ancient to modern times.

Section 2: Pakistan and Bangladesh

Essential Question  In what ways can conflict shape a country? (Invaders from other countries conquer territory and impose their ideas and systems; religious and ethnic diversity can lead to conflict over boundaries and government systems.) Explain to students that in Section 2 they will learn about how conflict has influenced and continues to influence Pakistan and Bangladesh.
Previewing the Region

If you have not already done so, engage students in the Regional Atlas and Country Profiles activities to help them become familiar with the general content of the region.

Section 3

Nepal, Bhutan, Maldives, and Sri Lanka

**Essential Question** How might the location of a country influence its culture? (The locations of some countries encourage migration, which influences the ethnic and religious makeup of the populations.) Explain to students that because of their locations, Nepal, Bhutan, Maldives, and Sri Lanka have experienced considerable migration from surrounding areas. As a result, these countries have diverse peoples and cultures. **OL**
India

The culture of today’s India is making an impact on the global community. While most Westerners have never seen a Bollywood film, the name given to Mumbai’s thriving center of film production, India’s film industry is the largest in the world.

Voices Around the World

“Bollywood has become a globally recognized brand; like Darjeeling tea or the Taj Mahal, it has become an emblem of India. Its films are popular in the Middle East, Central Asia, Africa, Latin America—and now the U.S. and Europe, where immigrants from Bollywood-loving countries make up most of the audiences and provide more than 60 percent of overseas revenues. With the recent buzz surrounding Bollywood-inspired films like Bride and Prejudice and Monsoon Wedding, and the nomination of one—Lagaan—for a 2001 Oscar, even Hollywood is starting to take notice of its rival.”


Guide to Reading

Essential Question

What things can one learn about a country by studying its people?

Content Vocabulary

- jati (p. 607)
- megalopolis (p. 607)
- dharma (p. 608)
- reincarnation (p. 608)
- karma (p. 608)

Academic Vocabulary

- identify (p. 607)
- facility (p. 607)
- requires (p. 608)
- mercantilism (p. 608)
- imperialism (p. 608)
- raj (p. 608)
- guru (p. 609)

Places to Locate

- Mumbai (Bombay) (p. 607)
- Kolkata (Calcutta) (p. 607)
- Delhi (p. 607)
- Khyber Pass (p. 608)

Reading Strategy

Categorizing

Complete a chart similar to the one below by describing India’s major cities.

<table>
<thead>
<tr>
<th>City</th>
<th>Description</th>
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<tbody>
<tr>
<td>Mumbai</td>
<td>India’s main port on the Arabian Sea and largest city</td>
</tr>
<tr>
<td>Kolkata</td>
<td>port city on a branch of the Ganges and center of India’s iron and steel industries</td>
</tr>
<tr>
<td>Delhi</td>
<td>India’s third-largest city, part of a megalopolis</td>
</tr>
</tbody>
</table>

To generate student interest and provide a springboard for class discussion, access the Chapter 24, Section 1 video at glencoe.com.
Population Patterns

MAIN Idea Population density and distribution, as well as urbanization, continue to shape India’s population patterns.

GEOGRAPHY AND YOU What has influenced the growth of cities in your region of the United States? Read to learn how India’s largest cities are growing.

One of the most significant characteristics of India’s population is its size. Over 1.1 billion people—more than 15 percent of the world’s population—live in the country. Besides being large, India’s population is also ethnically diverse.

The People

The largest number of Indians are descended from the Dravidians, who have lived in the south of India for 8,000 years, and the Aryans, who entered from Central Asia more than 3,000 years ago. Many Indians traditionally identify themselves by their religion—as Hindus, Muslims, Buddhists, Sikhs, Jains, or Christians. Hindus also identify themselves by a jati, a group that defines one’s occupation and social position.

Density and Distribution

With 1,020 people per square mile (394 people per sq. km), India’s average population density is about seven times the world average. Although population densities are generally high throughout India, the distribution of population varies from place to place. Factors such as climate, vegetation, and physical features affect the number of people the land can support. The Thar Desert is sparsely populated, while the highest population concentrations are found on the fertile Gangetic Plain and along the monsoon-watered coasts of southern India. Within parts of these agriculturally productive areas, densities exceed more than 2,000 people per square mile (772 people per sq. km).

Most of India’s population is rural—about 70 percent of people live in villages. They farm and struggle to grow enough food for their families. Part of their crops often goes to the owners of the fields they farm.

In recent years growing numbers of Indians have been migrating to urban areas, drawn by the hope of better jobs and higher wages. As urban populations grow, however, they strain public resources and facilities. India’s cities are among the world’s most densely populated. Mumbai (Bombay) is India’s main port on the Arabian Sea as well as its largest city, with a population of more than 20 million. Kolkata (Calcutta), a thriving port city on a branch of the Ganges River, is the center of India’s iron and steel industries. Delhi (DEH•lee), India’s second-largest city, is part of a megalopolis, or chain of closely linked metropolitan areas.

Reading Strategy

Activating Prior Knowledge

Before reading, have students recall their study of India’s physical geography. Ask: Where do the majority of the people of India live? (Gangetic Plain) OL

Skill Practice

Reading a Map

Have students study the map on this page. Ask: How many cities in the region have more than 10 million people? What are they? (three: Kolkata, Delhi, Mumbai) OL

Answers

1. along the Ganges River
2. India is more densely populated.

Reading Check Answer: It is the most fertile area in the region.

Activity: Collaborative Learning

Analyzing Organize the class into 6 groups. Assign each group one of the population density levels indicated in the map key of the map on this page. Have each group use the textbook, as well as library and Internet resources, to determine the physical, climatic, or political factors responsible for the population density pattern in India.

Remind students that population density areas cross political borders, and factors may vary in different parts of India and in different parts of the larger region of South Asia. Have groups present the results of their research to the class. OL AL
History and Government

MAIN Idea: India’s ancient history continues to influence its populations today.

GEOGRAPHY AND YOU: How far back can you trace your family’s history? Read to learn how India’s past continues to influence its people.

India’s history dates back more than 4,500 years to the Indus Valley civilization, located in what is now Pakistan. Today India is becoming increasingly integrated into the modern world.

First Civilizations

The Indus Valley civilization was followed by the Aryan people, a group of hunters and herders from the northwest who settled in India in the 2000s B.C. The Aryans created a rigid social structure that Europeans called the caste system.

A caste, or jati, is the position in life one is born into. The Aryans’ sacred writings, the Vedas, outline Aryan ideas about social structure and religion. Understanding India’s religions is key to understanding its history and culture.

Hinduism

Hindu belief requires every person to carry out his or her dharma (DUHR•muh), or moral duty. Hindus also believe that after death people undergo reincarnation, or rebirth as another living being until overcoming personal weaknesses and earthly desires. In the law of karma, good deeds—actions in accord with one’s dharma—move one toward this point.

Buddhism

Siddhartha Gautama became known as the Buddha, or the Awakened One, after perceiving the true nature of human existence. The Buddha taught that people suffer because they are too attached to material things. Buddhism teaches people to think clearly, work diligently, and show compassion for all living things.

Invasions and Empires

After the Aryans, other groups with new cultures entered northwestern India through the Khyber Pass in the Hindu Kush mountains. The Mauryan Empire maintained control from about 320 B.C. to 180 B.C. The Gupta Empire ruled from about A.D. 320 to A.D. 500 and became one of the most advanced civilizations in the world. After this empire came the Muslim-led Mogul Empire, during which many Indians converted to Islam.

The final invaders were Europeans. The British employed a policy of mercantilism, an economic system of using colonies for supplying materials and markets to the colonizing country. The British practiced imperialism, or political and economic domination. They called their Indian empire the British raj, the Hindi word for “empire.” The British introduced the English language, restructured the educational system, built railroads, and developed a civil service.

Independence

India’s fight for independence was led by Mohandas K. Gandhi. Using nonviolent methods, he inspired people to seek self-rule. Indians won freedom in 1947. Britain divided the land into Hindu India and Muslim Pakistan. Today India is the world’s largest democracy.

Activity: Interdisciplinary Connection

History

Have students work with teachers of American and world history to research and compare two incidents of civil disobedience that strengthened independence movements against British rule: the American colonists’ 1773 Boston Tea Party and Gandhi’s 1930 Salt March. Have students prepare a chart listing similarities and differences between the two actions. It might be pointed out that the Boston Tea Party was sparked by a British decision to allow the East India Company operating in India to sell its tea cheaply and directly to the American colonies, an action that undercut American colonial traders and merchants.
India's rich culture can be seen in its many religious expressions, its native art forms, and its wholehearted embrace of movies.

Education and Health Care
Children are required to attend school for 9 years. India's average literacy rate is 61 percent, with literacy rates in rural areas somewhat lower. The government is committed to extending educational opportunities to women and members of the lower social classes.

India's state-run hospital system has improved in recent years. Diseases such as malaria—which were once widespread—have been brought under control. Other health problems continue, such as HIV infection and AIDS.

Language and Religion
The people of India speak 22 official languages and hundreds of local dialects, with Hindi the most widely spoken. English, the common language of international business and tourism, is also widely spoken in parts of India that were once under British rule.

Most people in India are Hindus. Other religions practiced in the country include Islam, Buddhism, Christianity, and Sikhism. Sikhism, founded in the early A.D. 1500s by a guru, or teacher, named Nanak, teaches that there is one God and that good deeds and meditation bring release from the cycle of reincarnation. Most of South Asia's Sikhs live in northwestern India, and many want an independent Sikh state there.

The Arts
Artistic expression is as much a part of Indian life as religious practice. Two great epic poems—the Mahabharata (mah•bah•rah•tuh) and the Rama•vana (rah•MAH•vah•nuh)—combine Hindu social and religious beliefs. India has numerous classical dance styles, most of which are based on themes from Hindu mythology.

Did you know . . .
- Nearly 400 languages are spoken in India. Hindi and English are used in government communications.
- One of the most popular sports is cricket, a game similar to baseball.
- The diet of many Indians is largely vegetarian. Most people in India follow either the Hindu or Muslim religions. The Hindu religion forbids the eating of beef, and Muslims do not eat pork.
- Indian children in urban areas wear uniforms to school and often attend school at least two Saturdays a month in addition to weekly attendance.
- American movies are very popular with Indian teens and adults. They also enjoy Bollywood films produced by the Indian film industry.
- Unlike drivers in the United States, Indians drive on the left side of the road.

Making a Travel Brochure

Step 1: Traveling Through India
Student groups will assume the role of travel company writers responsible for creating a travel brochure of the cultural attractions found throughout South Asia.

Essential Question How do the various cultures in South Asia influence our perception of the region?

Directions Write the Essential Question on the board and have groups look at a map of India to determine three locations to focus on in their brochure. Provide examples of travel brochures as models, then have groups design their own brochures. Groups should draw information from the text or conduct research to learn about the culture of their chosen locations. Their goal is to determine what information and pictures will successfully illustrate India's rich culture. Students should use that information to complete the first section of their brochure.

Putting It Together Groups should share their perceptions of India's culture. Groups will use the cultural information in Section 2 to complete another section of their brochures.

(Chapter Project continued on page 614.)
Critical Thinking

Determining Cause and Effect  Ask: Why, most likely, is the path to marriage changing? (The caste system is too restrictive and elitist for modern Indians.)

Caption Answer: Mumbai

READING Check  Answer: Two epic poems combine Hindu social and religious beliefs.

Assess

Geography ONLINE

Study Central™ provides summaries, interactive games, and online graphic organizers to help students review content.

Close

Summarizing  Ask: What factors strongly influence India’s culture? (large, ethnically and religiously diverse population, rich history)

Focus on Vocabulary

1. Explain the significance of: jati, megalopolis, dharma, reincarnation, karma, mercantilism, imperialism, raj, guru.

Main Ideas

2. How does India’s ancient history influence its people today? Give examples.
3. Describe aspects of India’s culture that have been influenced by religious beliefs and traditions.
4. Complete a table like the one below by listing examples of how population density, population distribution, and urbanization shape India’s population patterns.

<table>
<thead>
<tr>
<th>Influences</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Population density</td>
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<tr>
<td>Population distribution</td>
<td></td>
</tr>
<tr>
<td>Urbanization</td>
<td></td>
</tr>
</tbody>
</table>

Critical Thinking

5. Answering the Essential Question  How is life in urban areas in India different from life in rural areas? How is it similar?

6. Making Generalizations  How has the physical geography of South Asia contributed to the development of diverse cultures?

7. Analyzing Visuals  Study the population density map on page 607. In which parts of South Asia is population density the highest?

Writing About Geography

8. Descriptive Writing  How might Gandhi’s promotion of nonviolence and self-rule have helped the country achieve independence from the British? Describe how Gandhi might have affected the people’s drive toward independence.

Answers

1. Definitions for the vocabulary terms are found in the section and the Glossary.
2. Many still follow the same religious and social beliefs, such as Hinduism and the caste system.
3. the caste system, literature, dance
4. Population density: about 7 times the world average; Population distribution: depends on number of people the land can support; Most are distributed along the coasts and the fertile Gangetic Plain. Urbanization: increasing as people seek better jobs and higher wages
5. rural areas: farming is dominant economic activity; cities: more densely populated; similarities: variety of services offered throughout country, many languages, religions
6. physical barriers such as deserts and mountains have allowed for distinct cultures to develop
7. along the Ganges
8. Essays will vary but should address Gandhi’s influence on the people of India.

SECTION 1 REVIEW

Vocabulary

1. Explain the significance of: jati, megalopolis, dharma, reincarnation, karma, mercantilism, imperialism, raj, guru.

Main Ideas

2. How does India’s ancient history influence its people today? Give examples.
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Geography ONLINE

Study Central™ To review this section, go to glencoe.com and click on Study Central.
Pakistan and Bangladesh

Pakistan and Bangladesh share a similar history of Muslim influence, British colonialism, and the pursuit of independence. Today, sweeping events like the global war on terrorism have put countries like Pakistan in the world spotlight, revealing a people accustomed to hardship throughout history. The people of Pakistan live at an international crossroads between two cultural regions: Islam and Hindu India.

Voices Around the World

“Mohmand is not a friendly place either. Nearly every house is a castle built on steeples of rock, and every farmer toiling in his field has a rifle strapped to his back. Still, the rules of hospitality apply, and one day a local cheiftain named Iftikhar Chandar invites us, and our police escort, to his house for lunch. Rope-strung cots are set out in a courtyard under the shade of an ancient grapevine arbor, and we feast on roasted goat and okra. Bees drone lazily around us.”

— Tim McGirk, “Tracking the Ghost of bin Laden in the Land of the Pashtun,” National Geographic, December 2004

I. Population Patterns
A. The People
B. Density and Distribution
II. History and Government
A. The Indus Valley Civilization
B. Islam’s Impact
C. Conflicts and Governments
III. Culture
A. Education and Health Care
B. Language and Religion
C. The Arts
D. Family Life

To generate student interest and provide a springboard for class discussion, access the Chapter 24, Section 2 video at glencoe.com.
Population Patterns

Main Idea Population movement and population growth have had profound impacts on Pakistan and Bangladesh.

Geography and You How has your community changed over the last several years? Read to learn how cities in Pakistan and Bangladesh are changing.

Most people in Pakistan and Bangladesh share the Muslim faith as well as a rural existence.

The People

Pakistan and Bangladesh became separate countries because of their diverse ethnic heritages. Pakistan is diverse in large part because it experienced invasions and migrations over many centuries. Five main ethnic groups live there: Punjabis, Sindhis, Pashtuns, Mohajirs, and Baluchis. Ethnic identity is complex and can be based on a combination of ethnicity, religion, and language.

In Bangladesh most people are Bengali, an ethnic background they share with some of their Hindu neighbors in the Indian state of Bengal. However, most people in Bangladesh are Muslim.

Density and Distribution

Bangladesh is the most densely populated country in South Asia, with 3,227 people per square mile (1,246 people per sq. km). The highest population densities occur in cities such as Dhaka, one of the most densely populated cities in the world. Despite its rich soil and improved farming techniques, Bangladesh still has difficulty feeding its population. In 1991 the total fertility rate, the average number of children a woman has in her lifetime, was 4. By 2009, the average had decreased to 2.5 children per woman. Fertility rates have declined as women have become more educated. To encourage Bengali women to have fewer children, both private and government programs give women small loans to start their own businesses. The programs have achieved some success.

In Pakistan, one of South Asia’s most urbanized countries, about 35 percent of the population lives in urban areas. As in India, many people are moving to cities where growing populations are straining resources. Shortages of housing and jobs are serious problems, along with pollution. Rural Pakistanis are drawn to the modern capital, Islamabad, where new housing projects struggle to keep up with a growing population, and to the booming port city of Karachi.

Reading Check Place Where do most people in Bangladesh live?

Graph Study

1. Place In which age group is the greatest percentage of Pakistani’s population concentrated?
2. Place How does the shape of Bangladesh’s population pyramid differ from that of Pakistan?

Answers

1. 5–9
2. Bangladesh’s pyramid has a more erratic shape.

Reading a Graph Ask: Pakistan’s 15 to 19-year-old females make up about what percentage of the population? (about 11 percent) OL

612  Unit 8
History and Government

MAIN Idea | Similarities and differences have driven the histories of Pakistan and Bangladesh.

GEOGRAPHY AND YOU | How is the history of the United States similar to that of Canada? Read to learn about the similarities and differences between Pakistan and Bangladesh.

While Pakistan and Bangladesh share many historical experiences, their differences eventually drove them apart.

The Indus Valley Civilization

Around 2500 B.C. one of the world’s great civilizations arose in the Indus River valley in the area that is now Pakistan. This culture developed a writing system, a strong central government, and a thriving overseas trade. People built what may have been the world’s first cities, Mohenjo Daro and Harappa. These cities boasted plumbing and other technology that would not be matched again for centuries.

Environmental changes may have ended this civilization between 1700 B.C. and 1500 B.C. The cities were most likely lost to flooding or drought as the Indus River changed its course. After this period, the Aryans moved into the region.

Islam’s Impact

Muslim invaders and traders settled in south-east Pakistan in the A.D. 700s. In the area that is now Bangladesh, Islamic teachers converted many of the people to Islam. Ever since, Islam has played an important role in both areas, continuing through the Muslim dynasty that ruled from around 1500 B.C. to the 1800s. In the nineteenth century the Sikhs (SEKS), a religious group that incorporates elements of Hinduism and Islam, conquered parts of northern Pakistan and India. The British eventually retook the land.

Muslim national identity continued to grow in the region throughout the first half of the 1900s. The idea of a separate Muslim state began to emerge in the 1930s. When Hindu and Muslim leaders could not agree on a constitution, the British granted independence to two states, India and Pakistan. The latter consisted of two isolated sections—East Pakistan and West Pakistan—separated by about 1,000 miles (1,069 km) of Indian land.

Conflicts and Governments

For centuries, Kashmir, in the northern areas of Pakistan and India, was part of the Indian kingdoms ruled by maharajas, or princes. When this land was declared to be in Pakistan, the Hindu prince fled to Delhi, where he signed his state over to India. India claimed a legal right to Kashmir, but Pakistan insisted it would be a better homeland for Kashmir’s Muslim residents. The result has been decades of war and fighting.

In 1998 first India, then Pakistan confirmed the world’s worst fears by conducting underground nuclear weapons tests. Although tensions continue today between nuclear-armed India and Pakistan as they vie for Kashmir, limited trade between the Indian- and Pakistani-administered parts of Kashmir resumed in 2008.

Did You Know?

- **Highest Battleground** | History’s highest battleground is part of contested Kashmir. Soldiers from both India and Pakistan have been stationed and sometimes have clashed on the ice fields at altitudes greater than 20,000 feet (6,096 m).
- **Separatists** | Tensions in Kashmir are further heightened by the presence of thousands of militants representing neither Pakistan nor India. These insurgent groups include Kashmiris fighting for an independent state as well as representatives of international Islamic movements.
- **Young People** | The despair caused by the region’s continuing tensions is felt most strongly by Kashmir’s younger generation. Children growing up in disputed Kashmir have never known peace.

With few social services available, the many orphans of this ongoing conflict are forced to work as child laborers in the region’s textile industries.

- **Cashmere** | Cashmere is woven from the hair of rare mountain goats that are raised in Kashmir.
The majority of people in East Pakistan are Muslim but are ethnically different from the Muslims in West Pakistan. They are ethnic Bengali and speak the language Bangla. After independence, West Pakistan wanted to impose a national language, Urdu, on all of Pakistan. In response, Bengali leaders formed a protest movement. After wins in the 1970–1971 elections, Bengali nationalists declared independence from Pakistan by declaring the Bengali region the People's Republic of Bangladesh. Meaning “Bengal country,” Bangladesh was born after a hard civil war. Like India, Pakistan is a parliamentary republic, but instability and military rule have prevailed since 1971. In 1999 charges of official corruption led to a military coup, with General Pervez Musharraf assuming the presidency. Asif Ali Zardari, the widower of former prime minister Benazir Bhutto, was elected president in 2008.

Bangladesh is also a parliamentary republic. Political and ethnic rivalries have made stable rule difficult. Violence has continued in recent years.

While the quality of life for many in Pakistan and Bangladesh has improved in recent years, the people of both countries face future challenges as they work to improve their education and health-care systems for growing populations.

Culture

MAIN Idea Although the people of Pakistan and Bangladesh share cultural similarities, there are also distinct differences between them.

GEOGRAPHY AND YOU What is health care like in the United States? Read to learn about health-care challenges in Pakistan and Bangladesh.

Education and Health Care

Education in Pakistan and Bangladesh has lagged far behind that in most South Asian countries. Literacy rates average 49 percent in Pakistan and 47 percent in Bangladesh. The percentage of literate females in Pakistan, however, is only 36 percent. Social and cultural barriers make education in rural areas difficult. In some areas of Pakistan, the education of girls is prohibited on religious grounds. In Bangladesh, most children attend elementary school, but only about 43 percent go on to secondary school.

Health care in the two countries is also very poor. Pakistan experienced a devastating earthquake in the fall of 2005 near Islamabad, destroying 85 percent of the city's infrastructure, including health-care facilities and schools. Because Bangladesh lies mostly in a vast river floodplain, its people face serious health threats from waterborne diseases.

Language and Religion

The main language spoken in Bangladesh is Bangla. Even though Urdu is the official language of Pakistan, only 8 percent of the population speaks it. More Pakistanis speak Punjabi than any other language. Pakistanis and Bangladeshis who have attended universities and those who work in government also speak English.

Though Hinduism is practiced in Pakistan and in Bangladesh, Islam is the main religion in both countries. To a lesser extent, people in both countries practice Christianity and Buddhism. Sikhism is practiced in northern Pakistan.
**The Arts**

South Asians have used the visual arts to express religious beliefs and to document daily life. Stone carving and sculpture exist from as far back as the Indus Valley civilization, and some Mauryan Empire techniques for polishing marble have never been duplicated. Under Mogul emperors, traditional Muslim restrictions against depicting the human form loosened, and portraits and decorative paintings flourished.

Literature and dance are important in Bangladeshi culture. In 1913 Bengali Rabindranath Tagore was the first non-European writer to be awarded the Nobel Prize for literature. The poetry and plays of Kazi Nazrul Islam, known as the “voice of Bengali nationalism,” have inspired poor farmers for decades through political and historical themes about the oppression of Muslims. Bangladesh is home to original and creative indigenous dances.

Music and literature are the richest of all Pakistani art forms. Qawwals, a form of devotional singing, is very popular. People recite poetry at public mushairas that are organized like music concerts. The classical music tradition can be traced to the thirteenth-century poet and musician Amir Khosrow, who composed the traditional rhythm form known as the raga.

**Family Life**

Family life in Pakistan and Bangladesh is the center of social life. Extended families live in close proximity, often with more than one household sharing a home. Many marriages are arranged. However, increasing numbers of educated men and women are choosing their own partners. The wife of a newly married couple typically lives with the husband’s family. Smaller families are more common in urban areas.

**Critical Thinking**

5. **Answering the Essential Question**: How do present-day political borders in Pakistan and Bangladesh reflect ethnic and religious conflicts?

6. **Predicting Consequences**: How might life in Pakistan and Bangladesh be affected in the next 50 years if present population growth rates and urbanization trends continue?

7. **Analyzing Visuals**: Study the population pyramid for Pakistan on page 612. What challenges might this age distribution present for Pakistan’s future?

**Writing About Geography**

8. **Summary Writing**: Write a paragraph summarizing how India, Pakistan, and Bangladesh are similar and different.

---

**Answers**

1. Definitions for the vocabulary terms are found in the section and the Glossary.

2. Population growth and urbanization (movement) are straining cities’ resources. Examples include housing and job shortages and increasing pollution.

3. **Similarities**: importance of literature, Islam, and extended families; **Differences**: Bangladeshis speak Bangla, Pakistanis speak Urdu and Punjabi, dance is more important in Bangladesh, music more in Pakistan.

4. **Similarities**: Muslim invaders and traders settled in both. Both are parliamentary governments. Instability has marked both countries. **Differences**: Pakistan was invaded numerous times, resulting in an ethnically diverse population. Bangladesh shares more in common with Hindu neighbors.

5. They are divided along religious and ethnic boundaries.

6. Population may overwhelm the ability of cities to provide services to everyone.

7. As younger generations grow older, access to schooling and jobs may become a problem.

8. Paragraphs will vary but should address population density, urbanization, and the Indus Valley civilization.
The cultural histories of Nepal, Bhutan, Maldives, and Sri Lanka are widely varied. Each country's unique history and geographic location have determined the current political situation and religious practices. The rhythms of many ages are unmistakable in places such as Kathmandu, Nepal. Religion is interwoven with and essentially inseparable from daily life.

Voices Around the World

"... The eternal snows of the Himalaya glisten on the far horizon above Kathmandu all year round, but it snows in the city, on average, only once in a Nepalese lifetime. It's a sight to remember: the snow shimmering on the multi-tiered pagodas, dusting the bare bodies of the ... sculptures. Ringing temple bells and the Sanskrit chanting of Hindu priests echo down the alleys of a medieval city."


Guide to Reading

Place to Locate
• Nepal (p. 617)
• Bhutan (p. 617)
• Maldives (p. 617)
• Sri Lanka (p. 617)
• Kathmandu Valley (p. 617)

Reading Strategy
Organizing
As you read about this subregion, fill in a chart like the one below with information about each of the countries.

<table>
<thead>
<tr>
<th>Country</th>
<th>Early History</th>
<th>Modern History</th>
<th>Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nepal</td>
<td>400 A.D. Licchavi dynasty established, collapsed in 9th Century. Shah dynasty expanded south. British reduced Nepal to current size.</td>
<td>Late 1700s, ruler of small principality combined states into a country. Conflict is occurring between the country's ruling party and Maoists calling for democracy.</td>
<td>Monarchical</td>
</tr>
<tr>
<td>Bhutan</td>
<td>Tibetan Buddhism introduced by monks fleeing Tibet in 800s.</td>
<td>1000s: Tibetan lama consolidated power. Chaos after his death until 1800s when ties were established with the British.</td>
<td>Constitutional monarchy with a representative government</td>
</tr>
<tr>
<td>Maldives</td>
<td>Settled by Buddhists from Southern Asia. 12th century, Islam introduced. Portuguese arrived in the late 1400s.</td>
<td>Netherlands ruled mainly since 1100s. Portuguese and British ruled from late 1500s–1905.</td>
<td>Independent republic</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>British took control, but Dutch law is the basis of law. Independence gained in 1948.</td>
<td>Parliamentary republic</td>
<td></td>
</tr>
</tbody>
</table>

Resource Manager

Teacher Edition
• Predicting, p. 618

Additional Resources
• Guided Reading 24-3, URB, p. 33
• RENTG, pp. 184–186
• Vocab. Act., URB p. 24

Critical Thinking
• Comparing and Contrasting, p. 617

Differentiated Instruction
• Visual/Spatial, p. 618
• Kinesthetic, p. 619

Writing Support
• Expository Writing, p. 620

Skill Practice
• Reading a Graph, p. 617

World Cultures
• World Cultures Trans. 13
• Authentic Assess., p. 54
**Population Patterns**

**MAIN Idea** The mountainous and the island cultures of South Asia reveal differences among people throughout the subregion.

**GEOGRAPHY AND YOU** How would life on a small island differ from life in a mountainous area? Read to learn how these physical environments influence life in Nepal, Bhutan, Maldives, and Sri Lanka.

The countries on the northeast edge of India and the islands to the south reveal the ethnic and religious differences that reflect centuries of influence from surrounding regions. Ethnic diversity has sometimes led to clashes between certain groups, but it has also contributed to unique and fascinating cultures.

**The People**

Nepal is home to a complex mix of ethnic groups. The two main groups are the Indo-Nepalese, whose ancestors migrated into the country from the south, and the Tibeto-Nepalese, whose ancestors migrated from the north. The group most familiar to those outside of Nepal are the Sherpas, a Tibeto-Nepalese people known for their mountaineering skills.

The Bhote (BO•tay) people make up the majority of the population of Bhutan. They are descendants of Tibetan peoples and live mostly in the northern, central, and western parts of the country. The Bhote speak Tibetan dialects and practice Tibetan Buddhism, as do the Sharchops, who inhabit eastern Bhutan. People of Nepalese ancestry, who make up about 35 percent of the population in Bhutan, live in southern Bhutan. The Gurung, as these peoples are called, speak Nepali and practice Hinduism.

Another island country, Maldives, includes a mix of peoples and cultures from southern India, Sri Lanka, East Africa, and Arab countries. The earliest-known settlers on the islands were probably from southern India, followed by Sri Lankan people. Later, East African and Arab sailors settled on the islands.

The island country of Sri Lanka has two main ethnic groups, which are fiercely divided along ethnic and religious lines. They speak different languages and live on different parts of the island. The Buddhist Sinhalese are the majority and control the government. The other group—Hindu Tamils—fought for an independent Tamil state in northern Sri Lanka from the early 1980s to 2009. During this time more than 70,000 Sri Lankans were killed or disappeared.

**Density and Distribution**

In southern Bhutan and Nepal, average population densities vary between 47 and 497 people per square mile (18 and 192 people per sq. km). To the north, however, population decreases as elevation increases. For example, only about 25 people per square mile (10 people per sq. km) make their homes in the Himalayan highlands because of the area’s unfavorable climate conditions. In Nepal, the most densely populated area is the Kathmandu Valley.

The number of people per square mile in Sri Lanka is 821 (317 per sq. km). The 1,190 tiny coral islands of Maldives are packed with 2,609 people per square mile (1,007 people per sq. km). Sinhalese and Tamil

**Activity: Collaborative Learning**

**Making Connections** Students should note that the influence of religion has been culturally significant in all of the countries they have studied in this region. Have the class form three groups. Assign each group one of South Asia’s important religious traditions: Hinduism, Buddhism, or Islam. Tell the groups that they are South Asian representatives of these religions and have been invited to give presentations to U.S. high schools. Assign tasks and have group members work together to research and answer the following questions: (1) When and where did your religious tradition start? (2) Who began it? (3) What are your major beliefs and rituals? (4) Where in South Asia is your religious tradition practiced today? Have each group present its report to the class.
**Teach**

**Reading Strategy**

**Predicting** Before reading, ask students to look at the political map on this page. Ask: How might the locations of these countries be a factor in another country’s attempt to colonize them? (Nepal and Bhutan might be too hard to reach. Maldives and Sri Lanka may be sought after because of their location on trade routes.)

**Differentiated Instruction**

**Visual/Spatial** Divide students into four groups and have each group create a visual representation of the early history of their assigned country: Nepal, Bhutan, Sri Lanka, or Maldives. They may choose to do a time line, a chart, or some other visual of their choice. Have groups share visuals with the class.

**Answers**

1. Nepal
2. India and Pakistan

---

**History and Government**

**MAIN Idea** Internal and external influences have determined much of the histories of Nepal, Bhutan, Sri Lanka, and Maldives.

**GEOGRAPHY AND YOU** How have religious beliefs shaped U.S. history? Read to learn how religious beliefs and ethnic backgrounds have shaped the histories of Nepal, Bhutan, Sri Lanka, and Maldives.

India, Arab countries, and European powers shaped the histories of Nepal, Bhutan, Sri Lanka, and Maldives.

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**Early History**

The early histories of Nepal, Bhutan, Sri Lanka, and Maldives are widely varied. In about A.D. 400 the Licchavi dynasty was established in Nepal’s Kathmandu Valley. Rulers of this dynasty probably came from India. Around the ninth century, the Licchavi dynasty ceased to exist, and Nepal moved into a period in which three separate dynasties were established.

These dynasties were later conquered by the Shah dynasty, under which Nepal began a southward expansion in the late 1700s. This expansion brought them face to face with the British. The Anglo-Nepalese War (1814–1816) reduced Nepal to its current size, but the country retained its independence.

Little is known of Bhutan’s early history before the introduction of Tibetan Buddhism from monks fleeing Tibet in the A.D. 800s. Since then, Bhutan’s political and religious histories have been tied together and connected to the monasteries and monastic schools.

The Sinhalese are believed to have arrived in Sri Lanka from India during the 500s B.C. The strong Sinhalese civilization that developed on a sea trade route between 200 B.C. and A.D. 1200 was known to Arab, Greek, and Roman sailors.

The Maldives Islands were first settled by Buddhist peoples from southern Asia. Islam came to the islands in the twelfth century. Portuguese traders arrived in the late 1400s.

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**Toward Modern Times**

In Bhutan in the early 1600s, a Tibetan lama, or Buddhist monk, consolidated his power over both religious and political realms. He also developed a system of law for ruling the country. After his death, civil war and chaos enveloped the country until the late 1800s, when another ruler established ties with the British in India. Both India and Britain respected the sovereignty of the nation, which is now evolving into a constitutional monarchy with a representative government.

Today’s Nepal was formed in the latter half of the 1700s when the ruler of a small principality combined a group of states into a country. The country achieved stability after periods of internal political strife. Because of its isolation, Nepal was not colonized by European powers.
decades, Nepal’s government has wavered between attempting representative government and monarchical rule with a king as head of state. After periods of civil strife and Maoist rebel groups calling for the restoration of democracy, the country’s ruling party and rebel groups are discussing peace.

From the 1500s onward, profits from the spice trade soared in Europe. Portuguse, Dutch, and British colonial powers discovered and fought each other over control of Sri Lanka and its strategic trade route location. Portugal and Spain became involved in the maritime trade in South Asia in the 1500s. The Dutch became the dominant colonial power in the region in the 1600s. The British were the major power by the 1700s. Though the British came to rule the island, Dutch law remains the basis of law in Sri Lanka, where the British developed a plantation economy for tea, rubber, and coconuts. One year after granting India self-rule, Britain gave independence to Ceylon in 1948. In 1972 the island took back its ancient name, Sri Lanka.

Today Sri Lanka is a parliamentary republic. The country has been marked by periods of civil unrest, revolt, and division between the Buddhist Sinhalese majority and the Hindu Tamils. A ceasefire has held since 2003, amidst intermittent and informal peace talks.

In 2004 the island’s southern and eastern coasts were hit by a deadly tsunami, a huge wave caused by an underwater earthquake. Sri Lanka was one of the hardest-hit countries in Asia, with more than 30,000 people reported dead or missing. Millions of others lost everything and were in need of food, water, shelter, and medical care. Disputes between the Sri Lankan government and the Tamil Tiger rebels delayed the delivery and distribution of international aid to those in need.

Arab and Muslim influence has been strong in the Maldive Islands since the mid-1100s, and sultans have ruled the islands for most of this time. The Portuguese ruled the islands for a brief period in the late 1500s, and then the British ruled from the late 1800s to 1965. Maldives became an independent republic in 1965.

Culture

**MAIN Idea** Great variety exists among the cultures of Nepal, Bhutan, Sri Lanka, and Maldives.

**GEOGRAPHY AND YOU** How does religion shape the culture in your community? Read to learn about the multiple influences on the cultures of Nepal, Bhutan, Sri Lanka, and Maldives.

While the different languages, religions, and arts reveal the rich cultures of this South Asian region, differences in health care and education reveal current and future challenges their peoples face.

Religion and Language

Most people in Nepal are Hindu. A smaller number of people in Bhutan and Sri Lanka also practice Buddhism. Buddhism is dominant in Bhutan and Sri Lanka, but is also practiced in Nepal.

Making a Travel Brochure

**Step 3: Traveling Through Nepal, Bhutan, Maldives, and Sri Lanka**

Groups will continue the cultural tour of South Asia begun in Step 1.

**Directions** Write the Essential Question on the board and have groups look at maps of the four countries in this section to determine one location per country on which to focus. Groups should draw from information in the text or conduct research to learn about the culture of their chosen locations. Again, their goal is to select information and pictures illustrating the rich culture to be found upon traveling to these countries. They should then use that information to complete the third section of their brochure.

**Putting It Together**

Groups should now have a completed brochure highlighting interesting cultural features of each of the countries in South Asia. Allow time for groups to share their brochures with the class as a whole. 

(Chapter Project continued on Visual Summary page.)
**Expository Writing**

Have interested students read Michael Ondaatje’s memoir *Running in the Family*, about growing up in Ceylon (now known as Sri Lanka). Then have students write an expository essay explaining what the memoir tells the reader about life in Sri Lanka.

**Assess**

**Geography ONLINE**

Study Central™ provides summaries, interactive games, and online graphic organizers to help students review content.

**Close**

**Summarizing** Ask: What are major health care issues for the countries of South Asia? (scarcity of clean water, too few health-care professionals)

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**Vocabulary**

1. Explain the significance of: lama, mantra, stupa, dzong.

2. How are the populations of the island cultures and the mountainous cultures similar? How are they different?

3. Describe examples of the great variety and differences that exist among the cultures of Nepal, Bhutan, Sri Lanka, and Maldives.

4. Complete a diagram like the one below for each of the four countries in this subregion. Identify the internal and external influences that have determined much of the histories of Nepal, Bhutan, Sri Lanka, and Maldives.

5. **Answering the Essential Question** How does the location and physical environment of Nepal help explain why the country was never colonized by the Europeans?

6. **Making Generalizations** What physical features might account for the areas of low population density in Nepal and Bhutan?

7. **Analyzing Visuals** Study the religion map on page 619. Which country in the region has the widest variety of religions?

8. **Narrative Writing** Think about each of the countries described in this section. Then write a brief essay describing which country you think would be the most interesting to visit and why. Include information from the section and any additional information you know about the country.

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**Critical Thinking**

5. **Answering the Essential Question** How does the location and physical environment of Nepal help explain why the country was never colonized by the Europeans?

6. **Making Generalizations** What physical features might account for the areas of low population density in Nepal and Bhutan?

7. **Analyzing Visuals** Study the religion map on page 619. Which country in the region has the widest variety of religions?

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**Answers**

1. Definitions for the vocabulary terms are found in the section and the Glossary.

2. Although the island countries and the mountain countries both have diverse populations, the island countries include people from other world regions as a result of their location on ocean trade routes.

3. Bhutan and Sri Lanka are mostly Buddhist with some Hindu, Nepal is mostly Hindu, and Maldives is mostly Islamic. People in each country speak a variety of languages.

4. **Nepal**: mountainous location, dynastic rulers, contact with British; **Bhutan**: Tibetan Buddhism, politics tied to religion, British and Indian influence; **Maldives**: contact with different cultures, Arab and Muslim influence, sultan and British rule; **Sri Lanka**: internal conflict, contact with European colonial powers, location on sea trade route

5. Nepal is far inland and mountainous, making it difficult for invading forces to gain access.

6. mountains

7. India

8. Essays will vary according to country, but they should address things such as culture and location.
VISUAL SUMMARY

CHAPTER 24

POPULATION AND CULTURE
- The population of South Asia exceeds 1 billion and continues to grow.
- South Asia has an ethnically diverse population.
- There are several hundred languages spoken in the region, and most of the world’s major religions are practiced here.

CONFLICT AND GOVERNMENT
- Ethnic and religious diversity in South Asia often leads to conflict.
- After India and Pakistan gained their independence, Hindus and Muslims on the wrong side of the border often faced violence against them.
- In Sri Lanka the minority Hindus are using violence to try to gain independence from the majority Buddhists in the south.

THE IMPACT OF COLONIALISM
- Most of South Asia was ruled by the British under its colonial empire.
- The colony of India was divided into Pakistan, which was comprised mostly of Muslims, and India, which was mostly Hindu.
- Pakistan was divided into East and West Pakistan. East Pakistan later broke from West Pakistan to become Bangladesh.
- Issues from the colonial era still exist today as India and Pakistan fight over who should control the Kashmir region.

Making a Travel Brochure

Step 4: Traveling Through South Asia:
Students will synthesize what they have learned in Steps 1, 2, and 3.

Directions
Write the Essential Question on the board. Write the names of the seven countries in the region across the top of the board. Have students list the cultural attractions they featured in their brochures under the appropriate countries.

Putting It Together
After this, examine these attractions as a whole group and discuss how they would influence an outsider’s perception of the region. Ask: What does the cultural geography of South Asia tell you about its people? Does the culture inspire you to want to travel to the region? Why or why not? Finally, have students write a paragraph expressing what they learned about the culture of South Asia as a result of creating their travel brochure.

Listing
Write the headings Language, Religion, Art, Education, and Health on the board. Invite students to list as many details as they can about the countries in South Asia under each heading.

Determining Cause and Effect
Have students use the information on this page, as well as their recollection of the information in the chapter, to answer these questions about the region:

Ask:
- What effects has South Asia’s population growth had on its urban areas? (rapid growth, high population density, strain on resources and facilities, shortages of housing and jobs, pollution)
- What was the main effect of colonialism? (division and religious conflict)
- What causes most of the conflict in the region? (ethnic and religious divisions)
CHAPTER 24

STANDARDIZED TEST PRACTICE

TEST-TAKING TIP

Be sure to read all the choices before you answer a question. A choice may seem to fit because it deals with South Asia, but a later choice may really be the best answer.

Reviewing Vocabulary

Directions: Choose the word or words that best complete the sentence.

1. In traditional India, everyone is born into a social and occupational position called a ________.
   A dharma  B jati  C karma  D Veda

2. The British practiced ________, or political and economic domination, to control markets in India for their products.
   A Hinduism  B imperialism  C reincarnation  D socialism

3. The average number of children a woman has in her lifetime is the ________.
   A total fertility rate  B birthrate  C death rate  D infant mortality rate

4. A Tibetan Buddhist monk is called a ________.
   A Veda  B lama  C karma  D stupa

Reviewing Main Ideas

Directions: Choose the best answers to complete the sentences or to answer the following questions.

Section 1 (pp. 606–610)

5. Where are the highest concentrations of population in India?
   A Thar Desert  B interior of the Deccan Plateau  C Gangetic Plain and monsoon-watered coasts of southern India  D mountains of Kashmir

Section 2 (pp. 611–615)

6. What event in 1998 made the conflict between India and Pakistan more serious?
   A Pakistani terrorists blew up the parliament buildings in New Delhi.  B Indian terrorists attacked a shrine in Pakistan.  C India and Pakistan both conducted underground nuclear tests.  D India and Pakistan declared war on each other.

Section 3 (pp. 616–620)

7. Which South Asian country was never a colony?
   A Bhutan  B Sri Lanka  C Bangladesh  D Nepal

4. All of the choices are words discussed in the chapter in relation to Buddhism. Students may be familiar with the term Dalai Lama and be able to make the connection to the correct answer.

6. C While the chapter does state that Pakistan and India have been fighting over Kashmir for decades, the only answer choice specifically discussed in the chapter is the nuclear tests conducted by both countries.

7. D Students may remember the independence map in this chapter. With the exception of Nepal, all of the other countries were colonized by European powers.

Tell students that looking over the test is a good way to jump-start their brain. While they are busy answering the test questions at the beginning, their brain can be thinking about the later questions. In addition, if there is an essay question, they can read it at the beginning of the test so that their brain will be ready to answer it by the time they get to the end.
Critical Thinking

8. What problem do farmers in most parts of South Asia face?
   A. They produce so much that much of it goes to waste.
   B. They lack markets for their production.
   C. They struggle to produce enough food for their families.
   D. The government restricts how much they can produce.

9. What language family dominates southern India?
   A. Dravidian
   B. Indo-European
   C. Sino-Tibetan
   D. Nilo-Saharan

Base your answer to question 9 on the map and on your knowledge of Chapter 24.

Document-Based Questions

Directions: Analyze the document and answer the short-answer question that follows the document.

When India became independent in 1947, the central government made many decisions for the entire country. People began to question this system and look for alternatives. An American reporting from India in 1960 described a shift back to a more traditional way of making decisions.

The panchayat or village council is an ancient institution in India, to which Indians are now looking as a way of counter-balancing the top-heavy bureaucracy of the socialist state. Indian scholars say local democracy was so thoroughly practiced in ancient times that this actually led to the weakness in the central government which allowed India to be conquered by one invader after another. But now, having established a strong central government, Indian leaders find that local initiative is being inhibited. So they are trying to revive the panchayats. Already there is some evidence that they may succeed. In Rajasthan, where they have been working for a year or so, good results are said to be visible. Villagers are planning and working on their own initiative instead of expecting government to provide everything for them.

-Mohandas Gandhi, cited in Bradford Smith, “Is a New Form of Democracy Evolving in India?”

10. Why is the panchayat a particularly suitable institution to deal with problems in rural India?

Extended Response

11. Both countries are Islamic. Bangladesh and Pakistan have different languages and cultures. Bangladeshis speak Bangla and Pakistanis speak Urdu and Punjabi. Literature is important in both countries. Dance is more important in Bangladesh, and music is more important in Pakistan. Both cultures focus on extended families. Muslim invaders and traders settled in both Bangladesh and Pakistan. Both have parliamentary governments. Instability has marked both countries.
Focus
Introducing the Feature Have students skim the material presented in the feature.
Ask: What most clearly connects South Asia to the United States? (immigration) What is one significant benefit of this connection? (It has made the country more culturally diverse.)

Teach
Critical Thinking
Drawing Conclusions Ask: What conclusion can be drawn from the fact that nearly five percent of doctors in the United States are Indian? (They are motivated, most likely by a higher income, to practice their profession outside their own country.)

For additional practice on this skill, see the Skills Handbook.

Just the Facts:
- 4.9 percent of medical doctors in the United States are Indian.
- The single largest group of Muslim immigrants to the United States is from South Asia.
- The first Hindu temple in the United States was established in Penn Hills, Pennsylvania, in 1976.
- California, New York, and New Jersey boast the largest Indian American populations in the United States.

Hinduism In America Most U.S. followers of Hinduism are attracted to the religious philosophy as it was introduced to American culture in the nineteenth century. This philosophy emphasizes self-help through the ancient practices of yoga and meditation. Hindu Indians living in the United States, however, longed for the more ritualistic worship practiced in India. To accommodate this, American Hindus began building temples of worship in the 1970s.

Hindu Indians celebrate their religion both in and out of the temple. Although India's national calendar identifies the Hindu New Year as Diwali, celebrated in November, here the women are celebrating in the spring. This is most likely because different regions of India celebrate the New Year at different times throughout the year, including in April.
Making the Connection

South Asia is one of the most populous regions in the world. The region, which includes Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, and Sri Lanka, is home to almost five times as many people as the United States. In recent years immigration, outsourcing, and the entertainment industry have helped South Asia and the United States become more closely connected than ever before.

Food—Spices Many spices native to this region are exported to countries around the world. Cinnamon is made from the ground bark of the cinnamon tree, which is native to Sri Lanka and southern India. Other regional spices include nutmeg, cardamom, and cloves.

Religion Recent immigration to the United States from countries such as India has made Hinduism one of the fastest-growing religions in the country. Hindu temples can be found throughout the United States, including prominent temples in Malibu, California, and Lanham, Maryland, located just outside of Washington, D.C.

Cinema—Hollywood and Bollywood The Indian film industry annually produces more films than the United States. These films usually feature song-and-dance segments, a style not seen in U.S. films. Still, the industries in both countries affect each other. As Indian films become more Westernized, including some Western actors and plotlines, the style and music of Indian cinema, in turn, influence American films.

Assess/Close

Identifying Have students identify all the foods they eat that depend on one or more of the spices imported from South Asia for their flavor.

THINKING GEOGRAPHICALLY

1. Human Systems Compare the two charts on this page. What effect might higher education have upon Indian immigration to the United States?

2. Places and Regions What are some of the major similarities and differences between the Indian and the American film industries?

Activity: Collaborative Learning

Comparing and Contrasting Divide the class into four groups. Assign each group one of the following topics to research: traditional Bollywood film conventions; singing and dancing in Bollywood films; Western film influences in Indian cinema; Indian film influences in American cinema. Groups should use the library and the Internet to locate at least three sources of information on their topic. Groups should also watch an age-appropriate Bollywood film. Students will use the information to prepare a brief class presentation. Each member of the group should be involved in the presentation. Groups may want to show appropriate film clips to illustrate their presentation points. After all groups have presented, draw a Venn diagram on the board for the class to complete.

Reading Strategy

Making Inferences Ask: What is outsourcing? (subcontracting work to outside, usually foreign, companies) How would U.S. outsourcing benefit South Asia? (by providing employment)

THINKING GEOGRAPHICALLY

1. Human Systems Compare the two charts on this page. What effect might higher education have upon Indian immigration to the United States?

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