

EAST HADDAM PUBLIC SCHOOLS

WORLD CULTURE: AFRICA AND  
SOUTH ASIA CURRICULUM

Approved by the  
East Haddam Board of Education

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## Course Description

This ½ credit course is one part of a full year program designed to provide students with a general overview of the Eastern world. This course of study will emphasize the geography and culture of Africa, Southeast Asia, and South Asia and its growing global connection. There is also major emphasis on current world situations on a continuing basis in order to stress the modern global interdependent world. This ½ credit course is required for all 9<sup>th</sup> grade students.

## Curriculum Contents

This curriculum is divided into five units of study:

Unit I – Geography and Heritage of Africa

Unit II – Modern Africa

Unit III – Southeast Asia

Unit IV – Geography and Heritage of South Asia

Unit V – Modern South Asia

Each unit contains:

- Applicable performance standards adapted from the Connecticut Social Studies Curriculum Framework
- The unit goal
- Learner outcomes
- Suggested classroom illustrations
- Suggested unit evaluation/assessment activities
- Supplemental activities and resources
- **\*\*CAPT related activities\*\***

## Performance and Content Standards

The Connecticut Social Studies Curriculum Framework contains eight content standards related to World Cultures: East Asia. The eight standards and corresponding performance standards are listed below:

### Content Standard #1 – Historical Thinking

Students will develop historical thinking skills, including chronological thinking and recognizing change over time, contextualizing, comprehending and analyzing historical literature, researching historical sources, understanding the concept of historical causation, understanding competing narratives and interpretation, and constructing narratives and interpretation.

Educational experiences in Grades 9-12 will assure that students will:

- gather, analyze and reconcile historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses;
- interpret oral traditions and legends as “histories”; and
- describe and multiple intersecting causes of events.

### Content Standard #2 – Local, United States and World History

Students will use historical thinking skills to develop an understanding of the major historical periods, issues and trends in United States history, world history, and Connecticut and local history.

Educational experiences in Grades 9-12 will assure that students will:

- demonstrate an understanding of major events and trends in world history, United States and local history from all historical periods and from all the regions of the world;
- locate events, peoples and places they have studied in time and place relative to their own location; and
- explain relationships among the events and trends studied in local, national and world history.

## Performance and Content Standards (Cont'd)

### Content Standard #3 – Historical Themes

Students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institutions, conflict and conflict resolution, human movement and interaction, and science and technology in order to understand how the world came to be the way it is.

Educational experiences in Grades 9-12 will assure that students will:

- describe the basic tenets of the world religions that have acted as major forces throughout history, including, but not limited to, Buddhism, Christianity, Hinduism, Islam and Judaism, and indigenous popular religions;
- demonstrate an understanding of the ways that cultural encounters and the interaction of people of different cultures in pre-modern as well as modern times have shaped new identities and ways of life;
- describe, explain and analyze political, economic and social consequences that came about as the resolution of a conflict;
- demonstrate an understanding of the ways race, gender, ethnicity and class issues have affected individuals and societies in the past;
- analyze the causes and consequences of major technological turning points in history, e.g., their effects on people, societies and economies;
- explain how the use and expansion of trade have connected and affected the history of a global economy;
- evaluate the economic and technological impact of the exchange of goods on societies throughout history; and
- explain the multiple forces and developments (cultural, political, economic and scientific) that have helped to connect the peoples of the world.

### Content Standard #4 – Applying History

Students will recognize the continuing importance of historical thinking and historical knowledge in their own lives and in the world in which they live.

Educational experiences in Grades 9-12 will assure that students will:

- describe and analyze, using historical data and understandings, the options which are available to parties involved in contemporary conflicts or decision-making; and
- describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.

## Performance and Content Standards (Cont'd)

### Content Standard #7 – Political Systems

Students will explain that political systems emanate from the need of humans for order, leading to compromise and the establishment of authority.

Educational experiences in Grades 9-12 will assure that students will:

- evaluate the importance of developing self-government so as to restrict arbitrary power.

### Content Standard #8 – International Relations

Students will demonstrate an understanding of how the major elements of international relations and world affairs affect their lives and the security and well being of their community, state and nation.

Educational experiences in Grades 9-12 will assure that students will:

- develop proposals regarding solutions to significant international, political, economic, demographic or environmental issues.

### Content Standard #9 – Places and Regions

Students will use special perspective to identify and analyze the significance of physical and cultural characteristics of places and world regions.

Educational experiences in Grades 9-12 will assure that students will:

- explain and describe the natural and cultural characteristics of one place to distinguish it from another; and
- explain why places and regions are important to human and cultural identity and stand as symbols for unifying society.

### Content Standard #11 – Human Systems

Students will interpret spatial patterns of human migration, economic activities and political units in Connecticut, the nation and the world.

Educational experiences in Grades 9-12 will assure that students will:

- describe the consequences of human population patterns and growth trends over time; and
- explain and analyze how various populations and economic elements interact and influence the spatial patterns of settlement.

## UNIT I – GEOGRAPHY AND HERITAGE OF AFRICA

*Content Standards 1, 2, 3, 9, 11*

### **Unit Goals**

Students will examine the major geographic and cultural features of Africa and will explore Africa's development from the ancient civilizations to the age of European imperialism. Students will gain insight into how the landforms and climates of Africa have contributed to the development of cultural diversity on the continent. They will also learn about the social, political, and economic organization of traditional African societies. In addition, students will learn about the effects of the slave trade and European imperialism on Africa.

### **Learner Outcomes**

The students will:

- explain how landforms have influenced movement across Africa;
- list the natural resources that are important to African nations;
- **\*\*analyze how Africa's languages reflect its cultural diversity;\*\***
- understand the kinds of evidence that help us to learn about the past;
- explain how climate changes affected ancient Africa;
- list the achievements of early African civilizations;
- explain why powerful kingdoms emerged in West Africa;
- discuss how trade affected the peoples of East Africa;
- **\*\*analyze how trade encouraged cultural diffusion in Africa;\*\***
- identify the cultural ties that united people in African societies;
- explain how the role of women varied in African cultures;
- describe how religion reflected the diversity of Africa;
- discuss why Europeans became interested in Africa;
- describe how millions of Africans were traded as slaves in to the Americas;
- **\*\*analyze how the Atlantic slave trade affected Africa;\*\***
- explain why Europeans carved up Africa into colonies;
- discuss how technology helped Europeans to divide Africa;
- describe how Africans resisted European imperialism;
- identify the groups that fought for control of Southern Africa;
- identify the methods Europeans used to rule their colonies;
- discuss the economic changes European rule brought to Africa;
- explain how European rule affected African cultures; and
- describe the material improvements Europeans introduced.

### **Suggested Classroom Illustrations**

- **\*\*Students will work in groups of three to prepare, research, and write an illustrated brochure describing some of the natural resources of Africa. Topics might include rivers, soil, and deposits of oil and various minerals. Student should include maps to show the location of each resource as well as a paragraph explaining how and where it is used. The groups will then present their brochure to the class.\*\***
- **\*\*Analyzing Ideas - Students will formulate a list of ways that the religious beliefs of the ancient Egyptians affected their daily life. Students should focus on topics that include, kinds of employment, distribution of food, government, art, architecture and other accomplishments. Students will then participate in a discussion about what life for the average citizen of ancient Egypt might have been like under the rule of a pharaoh and his priests.\*\***
- Working in groups of four and five, students will prepare an eyewitness report of life in one of the early African kingdoms: Ghana, Mali, Songhai, Benin, or Zimbabwe.
- Drawing a political cartoon – Working in pairs, students will plan and draw a political cartoon about the European colonization of Africa. Students should choose specific themes, such as the motives for colonization, or specific events, such as the Berlin Conference, Belgian rule in the Congo, or the Battle of Adowa.

### **Suggested Unit Evaluation/Assessment**

- Quizzes – Given bi-weekly during the unit of study to help assess student learning. Students will be quizzed on the material previously learned with in the last two weeks.
- Test on the following topics: the geography of Africa, including landforms and natural resources, the social, political, and economic organization of traditional African societies, how trade affected the peoples of East Africa, the cultural ties that united people in African societies, the role women play in society, the Atlantic slave trade and changes European rule brought to Africa.
- Geoportrait – Each student will choose a country in Africa and create a Geoportrait of the area. Students will be given a detailed rubric and will be evaluated on the following:
  - Neatness and creativity
  - Spelling and grammar
  - Includes the five themes of geography
    - Location
    - Place
    - Region
    - Human interaction and the environment
    - Movement

**Supplemental Activities and Resources**

- \*\*Imperialism in Africa Web Quest – Students will play the role of a senior foreign correspondent for the British Times Herald. They are to pretend that it is the year 1880. Students will write a series of feature editorials on Imperialism in Africa based on the information given in the web quest.\*\*  
<http://users.erols.com/sespec/webquests/imperialismafrica/ImperialismInAfrica.htm>
- Exchange Email with students from Africa – [www.epals.com](http://www.epals.com)

## UNIT II – MODERN AFRICA

*Content Standards 1, 3, 4, 7, 8, 11*

### **Unit Goal**

Students will focus on the development of African nationalism and independence movements after World War II and will discuss the changes that have been occurring in African nations in recent years. Students will learn how African nations are working toward the integration of modern and traditional values to create stable societies. They will also read about the political, economic, and social challenges facing African nations. In addition, students will learn about the regional organizations African nations have formed to meet the challenges of the future.

### **Learner Outcomes**

The students will:

- explain how nationalism helped to shape modern Africa;
- describe how African nations won independence;
- \*\*analyze how the colonial past affects modern African nations;\*\*
- identify the political challenges that African nations face;
- discuss how African nations have tried to solve their economic problems;
- explain how the population explosion strains Africa's resources;
- explain how urbanization is affecting African societies;
- discuss how the lives of women and rural people are changing;
- explain why schools are a source for cultural change;
- \*\*analyze how the goals of the Organization of African Unity reflect the interdependence of African nations;\*\*
- explain why African nations take an active role in the United Nations;
- discuss how African nations responded to Cold War issues;
- describe how Africans are using science and technology to solve problems;
- discuss the purpose of the apartheid;
- explain how apartheid affected the lives of South Africans; and
- \*\*analyze why South African government changed its policy.\*\*

### **Suggested Classroom Illustrations**

- Preparing a newspaper – The students will prepare a newspaper as a class covering the following topics: the pan-African movement, independence for Ghana, North African independence movements, Kenyatta's role in Kenya's independence, effects of colonial rule on African nations.
- \*\*Students will research UN agencies that are involved in Africa. They will then develop a chart showing what the agencies are, where they are working, and what programs they support.\*\*

## Unit II – Modern Africa (Cont'd)

### **Suggested Classroom Illustrations (Cont'd)**

- Students will list important developments relating to apartheid in South Africa. Student will place these developments in chronological order and discuss how these developments were related. Students will then be asked to predict future developments in South Africa.
- Understanding Causes and Effects – Students will suggest several effects of each of the following developments: (a) The OAU was formed in 1963. (b) Nations in southern Africa wanted to reduce their dependence on South Africa. (c) The United States and the Soviet Union competed for influence in Africa. (d) The IMF and World Bank set qualifications for loans to African nations. (e) The population of Africa is exploding.

### **Suggested Unit Evaluation/Assessment**

- Quizzes – Given bi-weekly during the unit of study to help assess student learning. Students will be quizzed on the material previously learned with in the last two weeks.
- Test on the following topics: African nationalism and independence movements after World War II, political challenges that African nations face, the changing role of African society, the apartheid, and Africa's role in the United Nations.
- \*\*Developing a Newspaper - As a class, students will make a newspaper covering many different topics related to the events in Africa today. Students will develop political cartoons, others will write editorials, and some will write cover stories and include pictures. The format of the newspaper will be similar to an original daily newspaper.\*\*

### **Supplemental Activities and Resources**

- \*\*A Case Study of South Africa - Students will compare the elements and emotions of a game that favors a small group of students with aspects of the system of the apartheid, summarize the major historical events that led to the development of apartheid in South Africa, and write songs of resistance to apartheid from the perspective of a South African. A more detailed lesson plan with slides can be found *Modern Africa*, History Alive: World History Program, Teachers Curriculum Institute, 1997.\*\*
- Constructing a timeline – Students will make a timeline showing when African nations gained their independence.

## UNIT III – SOUTHEAST ASIA

*Content Standards 1, 2, 3, 4, 9*

### **Unit Goals**

Students will explore the geographic features of Southeast Asia and learn about the effects of geography on the cultural diversity of the region. They will examine European and American colonization of Southeast Asia from the 16<sup>th</sup> century to the 20<sup>th</sup> century and discuss how imperialism affected the economics, politics, and cultures of Southeast Asia. In addition, students will focus on the economic development of Southeast Asian nations since World War II and explore how the changes in industry and agriculture have affected traditional ways of life.

### **Learner Outcomes**

The students will:

- explain how landforms and climate have influenced the cultures of Southeast Asia;
- discuss the effect of geography on the history of Southeast Asia;
- identify the different religious traditions that have influenced Southeast Asia;
- explain why European powers wanted to set up colonies in Southeast Asia;
- discuss how European interest in Southeast Asia grew during the 1800's;
- **\*\*analyze why nationalism grew in Southeast Asia;\*\***
- describe how the nations of Southeast Asia won independence;
- discuss the role that Ho Chi Minh played in Vietnam;
- explain how the United States became involved in the war in Southeast Asia;
- discuss how Southeast Asian countries have developed their economies;
- explain how the Green Revolution has affected Southeast Asia;
- describe what life is like in modern cities of Southeast Asia;
- identify the natural resources that helped Thailand and Indonesia to develop;
- describe the steps that Thailand and Indonesia have taken to modernize their economies; and
- explain how modernization has affected traditional ways of life in Thailand and Indonesia.

### **Suggested Classroom Illustrations**

- **\*\*Using the textbook, World Cultures: A Global Mosaic, students will research information in the section to support each of the following generalizations: (a) Seacoasts and mountains have greatly affected the way people in Southeast Asia live. (b) Farming is the main occupation of people in this region. (c) The monsoons are an important factor in people's lives. (d) Diversified economics can withstand worldwide fluctuations better than those that rely on one or two exports. (e) The development of land and forests is resulting in environmental problems in Southeast Asia. (f) Ethnic diversity is both an advantage and a handicap in governing the nations of this region.\*\***

**Suggested Classroom Illustrations (Cont'd)**

- Working in groups, students will make up questions for a quiz show based on one of the following topics: (a) Kingdom of Pagan, (b) Vietnam, (c) Khmer kingdom, (d) kingdoms in Thailand, (e) Srivijaya Empire. Students will be encouraged to write thoughtful questions that require more than simple fact answers.
- Students will work in teams of three or four to outline and perform a scene that will be included in a video called *Patterns of Life in Southeast Asia*. Students will pretend that the video will be sold to schools in other parts of the world. Each group will be assigned a specific aspect of life, such as religion or the role of women.
- Students will work together in small groups to make a time line. Each group will choose significant dates or periods during the years of colonization in one of the following areas: (a) Java, (b) Malaya, (c) Burma, (d) Vietnam, (e) Cambodia and Laos, (f) the Philippines. Students will then identify the relationships between events on the time line.

**Suggested Unit Evaluation/Assessment**

- Quizzes – Given bi-weekly during the unit of study to help assess student learning. Students will be quizzed on the material previously learned with in the last two weeks.
- Test on the following topics: effects of geography on the cultural diversity of the region, the effects imperialism had on Southeast Asia, the Green Revolution, Southeast Asia's attempt towards modernization, the changes in traditional life, and religious traditions that have influenced Southeast Asia's life.

**Supplemental Activities and Resources**

- \*\*Researching – Student will research the effects of volcanoes on islands of Southeast Asia. Students should look for accounts of notable volcanic eruptions, such as those on Krakatoa in 1883 or Pinatubo in 1991. Student should report on the immediate and long-term effects of the eruption.\*\*
- \*\*Preparing an illustrated report – Students will research life in one of the major cities of Southeast Asia, such as Bangkok, Manila, or Singapore. Students should report on such topics as facilities and cultural centers, population patterns, and lives of the poor. Students should use their research to prepare reports and illustrate them with maps, charts, or pictures.\*\*

## UNIT IV – GEOGRAPHY AND HERITAGE OF SOUTH ASIA

*Content Standards 1, 2, 3, 9*

### **Unit Goals**

Students will examine the geography of South Asia and the development of the Indian subcontinent from the Maurya and Gupta empires to British colonialism. Students will learn how geographic features have caused the subcontinent to develop as a separate region. Students will also learn how climate, especially the monsoons, has affected life in South Asia. They will read about the development and spread of Hinduism and Buddhism, as well as the lasting effect Islam has had on the subcontinent. In addition, students will learn how Europeans colonized India.

### **Learner Outcomes**

The students will:

- explain how geography helped South Asia to develop separately from the rest of Asia;
- list the river systems that are important to South Asia;
- describe how the monsoons affected South Asia;
- discuss how South Asia reflects the influences of many cultures;
- describe what archaeologists learned about the Indus Valley civilization;
- identify the basic Hindu beliefs;
- explain how Hinduism and the caste system are linked;
- discuss the similarities and differences between Hinduism and Buddhism;
- describe how Buddhism spread to other parts of the world;
- identify the dynasties that united large parts of India;
- explain why Muslims and Hindus clashed;
- describe the achievements of the Mughal Empire;
- **\*\*analyze how invasions contributed to cultural diversity in South Asia;\*\***
- explain how the caste system affected life in India;
- describe the role of the village in traditional Indian life;
- discuss the structure of the traditional family in India;
- explain why the British were able to win control of India;
- describe how British rule affected India; and
- identify the goals pursued by Indian nationalists.

**Suggested Classroom Illustrations**

- Working in pairs, students will prepare two weather reports for a select region of South Asia. One team member will write a report for the winter months, and the other partner will write a report for the summer. Students are encouraged to use a map of the subcontinent as part of their presentation. As a class, students will then discuss what the weather reports mean in terms of daily life.
- Students will classify information about the Indus Valley civilization by listing facts and conclusions. In one column, they will list things that scientists know, such as “All the bricks used for building were the same size.” In the second column, they will list conclusions scientists have reached, such as “The governments of Harappa and Mohenjo-Daro were well-organized.” Students will then be encouraged to find links between the facts and conclusions and will conclude by discussing the role of geography in the civilization of the Indus Valley.
- \*\*Students will take part in a panel discussion on what made Asoka, Chandragupta I, and Akbar great leaders. Students will conclude by discussing the important characteristics and achievements of each ruler.\*\*
- \*\*Taking into account the existence of the caste system, students will write an essay forecasting the kinds of problems the might occur as India moved toward industrialization. For example, how could people of different castes all work in one factory?\*

**Suggested Unit Evaluation/Assessment**

- Quizzes – Given bi-weekly during the unit of study to help assess student learning. Students will be quizzed on the material previously learned with in the last two weeks.
- Test on the following topics: The geography of South Asia and the effects that it had in the development of its culture, the religions of South Asia, the peoples of South Asia, the early civilizations of India, Hinduism and the caste system and the influence of Buddhism, the patterns of life in South Asia, and India under British rule.
- \*\*Essay – Students will describe the issues the cause conflicts between tow of the following neighboring countries: (a) India and Pakistan, (b) India and Bangladesh, and (c) India and China. The essay will be evaluated on the following:\*\*
  - The essay has an introduction and a conclusion.
  - The answer to the question is accurate, well developed and includes some detailed information that was provided in class, in the textbook or other resources.
  - Grammar and spelling is correct

**Supplemental Activities and Resources**

- **\*\*Researching – Student will research the importance of tea in the economy of South Asia. Students should research on where and how the tea is grown, what kinds are grown there, and where it is eventually sold. Students are encouraged to bring in samples of tea from India for the class to try.\*\***
- **\*\*The Roots of Two Belief Systems: Hinduism and Buddhism - Students will learn about five basic Hindu beliefs and create symbols representing each belief and then use their symbols to create a mandala showing the relationships among the beliefs. A more detailed lesson plan with slides can be found in *Ancient India*, History Alive: World History Program, Teachers Curriculum Institute, 1997.\*\***

## UNIT V – MODERN SOUTH ASIA

*Content Standards 1, 2, 3, 4, 7, 8*

### **Unit Goals**

Students will focus on South Asia's economic, political, and social development from the early 1900's to the present. Student will learn how Mohandas Gandhi led India in its struggle for independence and how conflicts between Hindus and Muslims led to the creation of two separate nations. They will read how modernization is changing traditional patterns of life in India. Students will examine the impact that environmental problems, the population explosion, and urbanization have on the region. In addition, they will find out about events in Pakistan, Bangladesh, Sri Lanka, Bhutan and Nepal.

### **Learner Outcomes**

The students will:

- explain how Gandhi helped India to win independence from Britain;
- describe how World War II affected the struggle for independence;
- discuss the cultural differences that led to the partition of India;
- describe how the government of India is organized;
- identify the forces that have unified Indians and the forces that have divided them;
- list the leaders that have shaped India since independence;
- identify the economic goals that Nehru set for India;
- discuss the progress Indian industry has made;
- describe how India has tried to increase farm output;
- explain how technology has changed village life;
- describe to what extent the caste system has changed;
- discuss the social changes taking place in India;
- describe how Pakistan and Bangladesh were created;
- discuss the economic progress Pakistan has made;
- explain how ethnic diversity has affected Sri Lanka;
- identify the issues that have affected relations between India and Pakistan;
- describe how India took a leading role in world affairs;
- explain how local and regional concerns have shaped Pakistan's foreign policy;
- list the environmental issues that are affecting South Asia;
- explain how rapid population growth affects South Asia; and
- discuss some of the results of urbanization in South Asia.

### **Suggested Classroom Illustrations**

- Placing Events in Time – Students will identify and discuss important events that took place on the South Asian subcontinent during each of the following decades: 1910-1919, 1920s, 1930s, and 1940s
- Students will make a chart titled Economic Development of India. Under the heading Problems, students will list problems that India has faced and faces in the future. Under the heading Solutions, students will note what steps have been taken to resolve these issues.
- \*\*Students will debate the proposition: At this point, developing resources is more critical to India than protecting the environment. One group will prepare a list of reasons supporting the proposition, and the other group will prepare reasons against environmental changes. After the debate, students will discuss how every culture, including that of the United States face a similar conflict.\*\*
- Students will create a Venn diagram to compare and contrast the countries of Pakistan and Bangladesh. In the diagram students will focus on categories such as geography, government, industry, agriculture and problems.

### **Suggested Unit Evaluation/Assessment**

- Quizzes – Given bi-weekly during the unit of study to help assess student learning. Students will be quizzed on the material previously learned with in the last two weeks.
- Test on the following topics: the freedom and partition of India, the conflicts between Hindus and Muslims, the political challenges of South Asia, the economic development of South Asia, changing patterns of life, and the events in Pakistan, Bangladesh, Sri Lanka, Bhutan and Nepal.
- I – Search projects - Students will complete a project related to India of their choice. The teacher will prepare a list of possible projects; however students are encouraged to develop their own teacher approved project. The projects will give the students an opportunity to display and use their talents. There will be opportunities for essays, drawings, acting, diagrams, oral reports, murals, power point and other various activities. Students will be graded on their own evaluation of the project, their presentation to the class, and their accuracy, effort, creativity and completeness of their work.

### **Supplemental Activities and Resources**

- \*\*India-Pakistan Conflict – Students will study and research the conflict between India and Pakistan and act as a member of one of the four delegations -- India, Pakistan, Kashmir, and the U.S. Student will then investigate one of the six viewpoints involved. Students will work with their teammates to design a peace proposal that will consider everyone's needs. The web quest and more detailed information can be found at \*\*  
<http://www.angelfire.com/wy/peacequest/index.html>
- \*\*Researching - Students will research one of the major industries of India. Students should report on what products are manufactured, where they are sold, and what effect industrialization has had on the surrounding region.\*\*

## Print and Media Resources

- Africa: The Story of a Continent.* Basil Davidson. Video. Home Vision Select, 1998.
- Ancient India*, History Alive: World History Program, Teachers Curriculum Institute, 1997.
- India: The Land of Spirit and Mystique.* Video Visits. International Video Network.
- India: Windows to the World.* Video and Supplementary Curriculum. IVN Communications, Inc. 1995.
- Lost Civilizations: Africa a History Denied.* Time Life Video, 1995.
- Modern Africa*, History Alive: World History Program, Teachers Curriculum Institute, 1997.
- The World: Africa Before the Europeans.* Landmark films.
- World Cultures: A Global Mosaic.* Prentice Hall Publishing, 2002. **Primary Textbook**

## Websites

- <http://sesd.sk.ca/teacherresource/webquest/social.htm> - A searchable database of various web quest activities.
- <http://www.africaonline.com/site/> - Current Information on news, culture, and sports in Africa.
- <http://www.mrdowling.com/609ancafr.html> - An electronic passport into Ancient Africa, includes oral traditions and histories of specific countries of Africa.
- <http://barney.gonzaga.edu/~sbennet3/mead/lessonplans/EarlyAfrica.htm> - Includes information on the Kush and Axom civilizations of ancient Africa.
- <http://www.cocc.edu/cagatucci/classes/hum211/timelines/htimelinetoc.htm> - Interactive timeline of events in Africa.
- <http://www.askasia.org/> - A searchable database for information and lessons on Asia.
- [http://www1.enloe.wake.k12.nc.us/enloe/johnson/India\\_05/classesindia.html](http://www1.enloe.wake.k12.nc.us/enloe/johnson/India_05/classesindia.html) - Information on Ancient India social classes.
- [www.timesofindia.com/](http://www.timesofindia.com/) - Indian national daily

## Websites (Cont'd)

[www.cia.gov/cia/publications/factbook/geos/in.html](http://www.cia.gov/cia/publications/factbook/geos/in.html) - An overview of India's government, economy, population, system of transportation, and military.

[www.tourindia.com/](http://www.tourindia.com/) - Travel and tourist information, history, culture, photos and festivals on India.