

BANGLADESH CURRICULUM UNIT

By Michael Gonzalez

SOUTH ASIA PROGRAM



Cornell University

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BANGLADESH UNIT

By Michael Gonzalez

(Appropriate for Grades 6-12; written for grades 6-8)

- 1- Lesson 1 – INTRODUCTION TO BANGLADESH**
 - a. Lesson Plan
 - b. PowerPoint Presentation
 - c. Handout: Poem

- 2- Lesson 2-- CHILDREN IN BANGLADESH**
 - a. Lesson Plan
 - b. PowerPoint Presentation
 - c. Handout: Teacher prepares and provide students with a blank Venn Diagram (two circles with an intersecting area for the exercise at the end of the lesson).

- 3- Lesson 3 — VILLAGE & CITY LIFE IN BANGLADESH (Bengali Movie)**
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 - c. Handout: Comparison Worksheet (to take notes) of Village and City life in Bangladesh as seen in the film

- 4- Lesson 4 — TRANSPORTATION IN BANGLADESH**
 - a. Lesson Plan
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- 5- Lesson 5 — ASSESSMENT (Tour of Bangladesh Essay Quiz)**
 - a. Lesson Plan
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 - i. Rickshawala
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LESSON 1

**BANGLADESH CURRICULUM UNIT
LESSON 1**

Title of Lesson: INTRODUCTION TO BANGLADESH

Author: Michael Gonzalez

Grade Level Focus: 6-8

Subject: Social Studies

Overview of Lesson:

In this lesson students will be able to demonstrate an understanding of some of Bangladesh's history, geography and culture.

Time: 45 minutes

New York State Standard: Standard 3 Geography: 1

Objectives:

Knowledge

Students will be able to demonstrate an understanding of Bangladesh's history and geographic location.

Attitudes

Students will be able to appreciate Bengali poetry while at the same time learn about Bangladeshi geography and history.

Skills

Students will use their skills of observation to match what they read in the poem with what they see in the power point presentation.

Materials:

Power point, poem handouts

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Procedure

- A.) Tell students that they will be starting a section on Bangladesh. Teacher will hand out a poem Shadinota Tumi (Freedom) by Shamshur Rahman to the students of the class. Tell students that the poem is from Bangladesh describing many different parts of Bangladeshi culture and history. Have students read the English translation aloud. Afterwards, discuss with the class what kind of images come to their mind when they read the poem. Ask what parts they did not understand. See if they have any guesses as to what some of those things might be. Write their responses on the board.
- B.) Explain to students that you will show a power point presentation based on the poem. They will have to match up the sections of the poem with the corresponding powerpoint slide number. Tell students to write the slide number in the spaces provided on the poem sheet. Remind students that not all the slides numbers will be used and some numbers can be used twice.
- C.) Slide 1: Tell students that this is the national flag of Bangladesh. The red represents the blood that was shed for the Liberation War which will be explained later. The green stands for the color of Bangladesh's natural environment. The environment of Bangladesh is very lush and green with vegetation.
- D.) Slide 2: This slide points to Bangladesh's general location in Asia. Here you can see that it is almost completely surrounded by India except for one portion bordering Myammar.
- E.) Slide 3: This slide displays the knowledge that students need to know to understand the geography of Bangladesh.
- F.) Slide 4: Again, this slide is self-explanatory. Simply reiterate that Bangladesh is a very hot and humid country because of its proximity to the equator.
- G.) Slide 5: Remind students that rice is the main crop in Bangladesh. Rice is also the main staple food in Bangladesh. Jute is used to make things like furniture and baskets. Tell students that rice fields can be seen all over in Bangladesh.
- H.) Slide 6: Tell students that garment production is a growing industry in Bangladesh. Many clothes that we buy here are made in Bangladesh now.
- I.) Slide 7: This slide is also self-explanatory giving basic demographic information on Bangladesh.
- J.) Slide 8: This slide shows what Bengali characters look like. Bengali is closely related to Hindi and is derived from Sanskrit. The picture shows random letters in Bengali.

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- K.) Slide 9: This slide gives a step by step synopsis of the Bengali Language Movement.
- L.) Slide 10: This slide also gives a step by step synopsis of the liberation war. Full details are given in the slide itself.
- M.) Slide 11: These are two famous writers in Bangladesh. They both wrote many in poems, songs, and stories in Bengali. Kazi Nazrul is the national poet of Bangladesh. Tagore is the author of Bangladesh's national anthem.
- N.) Afterwards, go over the poetry and tell them their answers. Tell them the correct answers. Review their observations on the board to see how closely their predictions matched with the information from the power point.

স্বাধীনতা তুমি
গহিনীর ঘন খোলা কালো তুল,
হাওয়ায় হাওয়ায় বুলো উদ্দাম ।¹⁰
স্বাধীনতা তুমি
খোকর গায়ের রঙিন কোর্তা,
খুকির অমন তুলতুলে গালে!¹¹ হৌয়ের খোলা ।¹²
স্বাধীনতা তুমি
বাগানে ঘর, কোকিলের গান,¹³
বয়েসী বটের ঝিলিমিলি পাতা,
যেমন ইচ্ছে লেখার আমার কবিতার ঝাতা ।

Freedom

Freedom

You are Rabi Thakur's ageless poems, indestructible songs.

Freedom

You are Kazi Nazrul, that great man with long shaggy hair swinging,
Trembling with pleasure at the joy of creation.

Freedom

You are the radiant meeting on immortal February 21st at the Shahid
Minar.

Freedom

You are fiery meetings noisy with slogans and brilliant with banners.

Freedom

You are a farmer's smile in the harvest-fields.

Freedom

You are a village girl's unconstrained swimming out into a pond in the
sunny noon.

Freedom

You are the knotty muscles of a young labourer's skilled arms shining in the
sunshine.

Freedom

You are the glitter of a freedom fighter's eyes on the edge of the empty
darkness.

Freedom

You are a bright young pupil in the shade of a banyan tree,
The lively speaking of sharp dazzling words.

Freedom

You are stormy conversation in tea-shops or on parks or Maidans.
Freedom
You are the mad slap of a kal-baisakhi storm from horizon to horizon.
Freedom
You are the breast of the shoreless Meghna in the month of Srāban
Freedom
You are my father's soft prayer-mat's welcoming realm.
Freedom
You are the fluttering of my mother's white saris spread out in the yard.
Freedom
You are the colour of henna on my sister's soft palms.
Freedom
You are a coloured poster shining like a star in the hand of a friend.
Freedom
You are a housewife's thick unbound black hair,
Blown about wildly in the wind.
Freedom
You are Khoka's coloured shirt,
You are the play of sunlight
On Khuki's such soft cheeks.
Freedom
You are a garden room, the koel-bird's song,
The old banyan tree's gleaming leaves,
My book of poems written as I please.

William Radice

TEACH YOURSELF BENGALI (2003)

POEM "Shadinota Tumi" (FREEDOM) BY SHAMSHUR RAHMAN

স্বাধীনতা তুমি
 গহ্বিনীর ঘন খোলা কালো তুল,
 হাওয়ায় হাওয়ায় বুনো উদ্ভাস।¹⁰
 স্বাধীনতা তুমি
 খোকার গায়ের রঙিন কোর্তা,
 খুকির অমন তুলতুলে গালে¹¹ রৌদ্রের খেলা।¹²
 স্বাধীনতা তুমি
 বাগানে ঘর, কোকিলের গান,¹³
 বয়েসী বটের ঝিলিমিলি পাতা,
 যেমন ইচ্ছে লেখার আমার কবিতার খাতা।

You are stormy conversation in tea-shops or on parks or Maidans.
 Freedom
You are the mad slap of a kal-baisakhi storm from horizon to horizon.
 Freedom
You are the breast of the shoreless Meghna in the mouth of Srāban
 Freedom
You are my father's soft prayer-mat's welcoming rearm.
 Freedom
You are the fluttering of my mother's white saris spread out in the yard.
 Freedom
You are the colour of henna on my sister's soft palms.
 Freedom
You are a coloured poster shining like a star in the hand of a friend.
 Freedom
You are a housewife's thick unbound black hair,
 Blown about wildly in the wind.
 Freedom
You are Khoka's coloured shirt,
You are the play of sunlight
On Khuki's such soft cheeks.
 Freedom
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The old banyan tree's gleaming leaves,
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 Freedom
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 Freedom
 You are the radiant meeting on immortal February 21st at the Shahid
 Minar.
 Freedom
 You are fiery meetings noisy with slogans and brilliant with banners.
 Freedom
 You are a farmer's smile in the harvest-fields.
 Freedom
 You are a village girl's unconstrained swimming out into a pond in the
 sunny noon.
 Freedom
 You are the knotty muscles of a young labourer's skilled arms shining in the
 sunshine.
 Freedom
 You are the glitter of a freedom fighter's eyes on the edge of the empty
 darkness.
 Freedom
 You are a bright young pupil in the shade of a banyan tree,
 The lively speaking of sharp dazzling words.
 Freedom

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Freedom

9 Freedom
You are Rabi Thakur's ageless poems, indestructible songs.

9 Freedom
You are Kazi Nazrul, that great man with long shaggy hair swinging,
Trembling with pleasure at the joy of creation.

7 Freedom
You are the radiant meeting on immortal February 21st at the Shahid
Minar.

7 Freedom
You are fiery meetings noisy with slogans and brilliant with banners.

3 Freedom
You are a farmer's smile in the harvest-fields.

Freedom
You are a village girl's unconstrained swimming out into a pond in the
sunny noon.

3 or 4 Freedom
You are the knotty muscles of a young labourer's skilled arms shining in the
sunshine.

8 Freedom
You are the glitter of a freedom fighter's eyes on the edge of the empty
darkness.

Freedom
You are a bright young pupil in the shade of a banyan tree,
The lively speaking of sharp dazzling words.
Freedom

You are stormy conversation in tea-shops or on parks or Maidans.

Freedom

2 You are the mad slap of a kâl-baisâkhî storm from horizon to horizon.

Freedom

1 You are the breast of the shoreless Meghna in the month of Śrābaṇ

Freedom

You are my father's soft prayer-mat's welcoming realm.

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You are the colour of henna on my sister's soft palms.

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You are a coloured poster shining like a star in the hand of a friend.

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ANSWER KEY

LESSON 2

**BANGLADESH CURRICLUM UNIT
LESSON 2**

Title of Lesson: CHILDREN IN BANGLADESH

Author: Michael Gonzalez

Grade Level: 6-8

Subject: Social Studies

Overview of Lesson:

In this lesson students will be able to demonstrate an understanding of what life is like for some children in South Asia. Students will compare their lives and the lives of children in Bangladesh.

Time: 45 minutes

Connections to standards:

National standard: Standard 3 Geography: 1

Objectives:

Knowledge

Students will be able to demonstrate an understanding of the current situation of some children in South Asia and relate that to their own lives.

Attitudes

Students will become aware of the struggles that children in South Asia face everyday.

Skills

Students will fill out a Venn diagram at the end of class using the information that they have learned from the power point presentation. They will use this diagram to compare and contrast their lives with those of Bangladeshi children.

Materials:

Venn diagram hand outs, Power Point presentation,

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LESSON 2

Procedure

A.) Teacher will present power point presentation on Children in Bangladesh. Teacher will read each slide of the power point and engage the students in discussion.

Essential questions: Do all children in Bangladesh have the same way of life? What are the similarities and differences between Bangladeshi children and American children? Ask students about their own observations about each slide before you divulge any information. Provided below is information that can be used to describe each slide after student have made their own observations.

B.) Slide 2: Describe to students what they are seeing here. This is a group of children by a small store or “dokan.” Let them notice that some of children are not wearing shoes. Reveal that is common for children in some village areas not to wear shoes or sandals. This can be for many reasons. Some may not have them or they simply might choose not wear them because they maybe at play. Also notice how the children are dressed for the warm weather.

Slide 3: Ask students what they see. Reveal to students that this is common site to see children working at very young. Tell them children often have to work to help support their families. Some children and their families are so poor that they cannot afford to send their children to school. This pictures depicts the reality of child labor. Note how he is not wearing shows on what must be a very hot paved road.

Slide 4: Again, ask students what they see. Tell students there are not many rocks available in Bangladesh. For this reason, bricks are often made and broken into tiny pieces to help construct roads. Often times people work hard to break these brick by hand by using a single hammer. Children also engage in this activity. Here we see a girl having to look after another part of the family while she works. It maybe that her other family members are working, leaving her the responsibility to care for the young one.

Slide 5: This reiterates the point the children engaged in child labor will not have a chance to go to school because they must try to earn a living at an early age.

Slide 6: This slide reveals how NGO’s are helping to keep children in schools. Here NGO’s help provide young children both clothing and text books in other needs so that they are able to attend school.

Slide 7: This slide depicts a flood in a village area. Tell students that children as well as the general population have to contend with these annual disasters which cause disease and can potentially prevent them from attending school.

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Slide 8: The winter's can often be very trying for poor children. Their homes have no central heating so need heavy clothes to stay warm. Here is a child who is coming from a clothing drive for the poor.

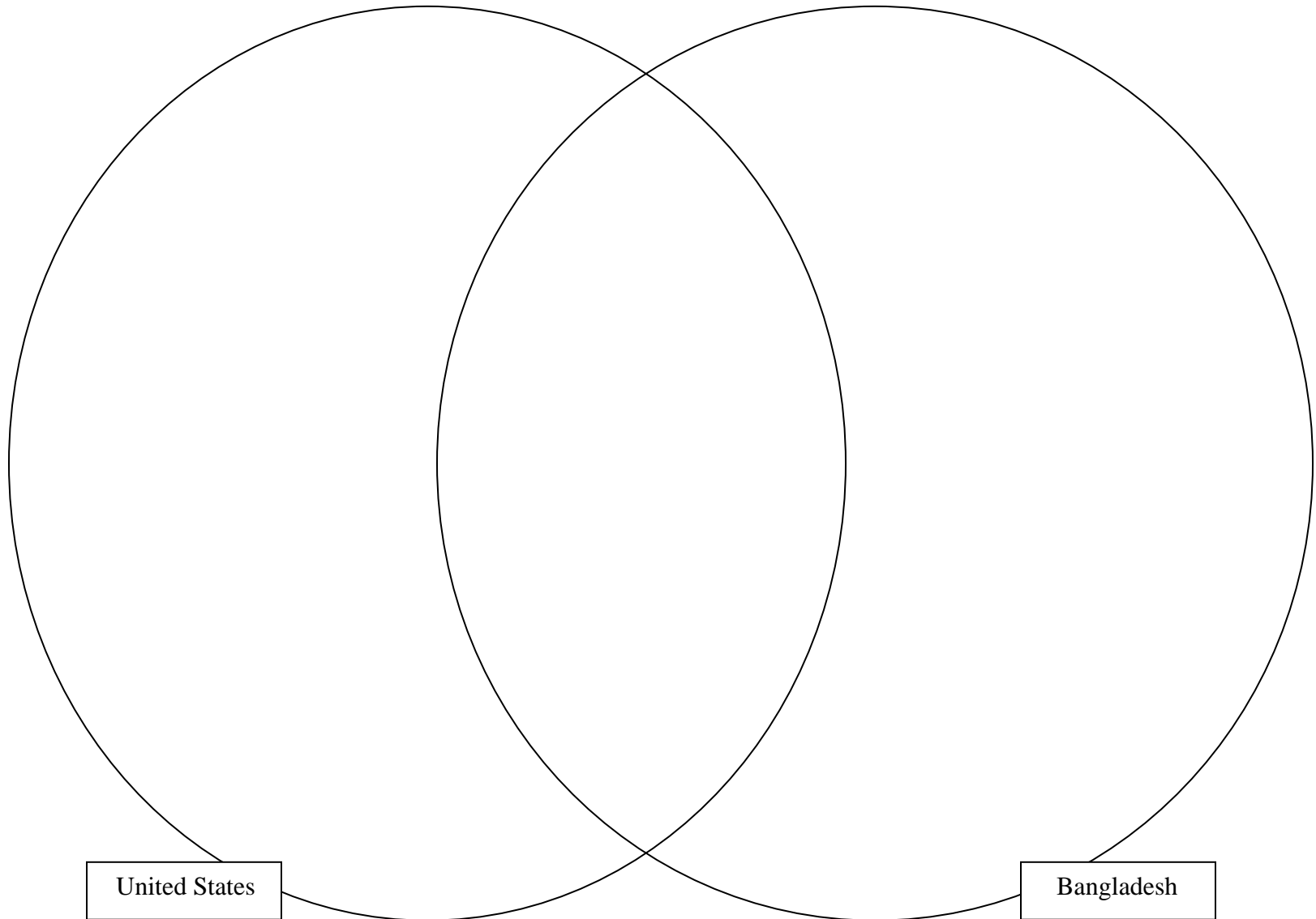
Slide 9: Besides what is written on the slide, notice how boys and girls are separated. This is common. In fact through grades 6 through 12 boys and girls often go to separate schools. This is most likely a college or university classroom depicted here.

Slide 10: This slide is self explanatory.

Slide 11: Khushi chelemeye means happy children in Bengali. In this picture, the children are standing in front of a Durga Statue for a Hindu holiday known as Durga Puja.

- C.) Teacher and students will answer the questions together at the end of the power point presentation.
- D.) Teacher will hand out Venn diagrams to the class. Teacher will make a Venn diagram on the board. Teacher will help students compare and contrast the life of children in America and that of Bangladeshi children. Teacher will give at least two examples of differences and similarities Bangladeshi children and American children. Students will be given 5-10 minutes to complete the Venn diagram on their own. On either side, write the differences between American and Bangladeshi children. In the middle write their similarities.
- E.) **Closure and Assessment:** Teacher will go over the Venn diagram with students. Students will give their responses and write them on the board. If time allows, students will be given sticky notes where they will write one similarity or difference on each sticky note and place the note on the board.

CHILDREN -- US COMPARED WITH BANGLADESH



LESSON 3

Requires the DVD Bengali movie *AYNA*
Available on loan from the
South Asia Program
Cornell University

<http://www.einaudi.cornell.edu/SouthAsia/>

(607) 255-8493

SAP@cornell.edu

**BANGLADESH CURRICULUM UNIT
LESSON 3**

Title of Lesson: LIFE IN BANGLADESH

Author: Michael Gonzalez

Grade Level: 6-8

Subject: Social Studies

Overview of Lesson:

In this lesson students will be able to demonstrate an understanding of what village and city life is like in Bangladesh. Students will watch a Bangladeshi movie and they will observe different cultural aspects of Bangladesh by taking notes on the sheet provided for them.

Time: 45 minutes

National standard: Standard 3 Geography: 1

Objectives:

Knowledge

Students will be able to demonstrate an understanding of how people in the villages and cities of Bangladesh live. Students will be able to identify different cultural aspects of Bangladesh including dress, food, and etc.

Attitudes

Students will be able to use empathy to understand what life would be like in a village and or city setting in Bangladesh.

Skills

Students will use their observations skills to note down important facts about Bangladesh from the movie on a handout provided.

Materials:

Projector, movie, handout

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LESSON 3

Procedure

- A.) Teacher will hand out a note taking sheet that will help students take notes on the movie. Teacher will explain to students that they will watch a movie from Bangladesh that will show what life is like in the villages and cities of Bangladesh. Teacher will stress that students must make observations about what they see. The students' ditto list what things that students will be looking for while they are watching the movie. Teacher will stop the movie at certain sections to explain key cultural points.
- B.) Stop at the intervals given below in the movie to discuss what you have just seen. Ask for students own observations before giving any detail of your own. Encourage students to give a detailed analysis of what they see. Provided below is detailed information about each scene to be used to help to explain the movie to students.
- C.) Video: 0-3:50 Stop the video here. Do not worry about the actual dialogue in this portion of the movie. What matters here is to have the students observe what they see. Let them know that they are looking at a very rural area in Bangladesh. Bangladesh has many waterways so people are able to travel by boat as the man is travelling in this scene. Also make note of the clothes the women are wearing. Some students may have never seen clothing like this. Explain that this is sari worn by women in the South Asia region. This type of clothing is made of very light cotton. Most clothes are made of light cotton because of the heat in Bangladesh. It is one very long piece of fabric that wraps around the body. On their forehead they are wearing a teep. Although in India this may have some religious significance, for the most part the teep is worn as one type of fashion. As this scene progresses, make sure students observe the scenery. How green the area looks around them. The students may also ask about the boatman. He is wearing a lungi around his legs. This is also a loose fitting piece of cotton that is quite comfortable to wear. Often working class men don this kind of outfit.
- 3:51- 4:51: From this point you will describe the village area of Bangladesh. Ask students to notice what they see. Ask them what they think the house is made of. What animals are around? What are the surroundings like? They should be able to tell that the houses are made from both wood and mud. When the girl talks to the older women note the tree that she is next to. Tell the students that the large fruit that they are seeing is called jack fruit. It is a very popular dish in Bangladesh as well as the national fruit. The younger girl is carrying a hari. This large pot is used to carry water and is common in all parts of Bangladesh. Next they will see a man walking with a chicken in their hand. Ask students what they see or think about this particular scene. Often in areas of Bangladesh people will butcher their own chicken opting to buy live chickens. Then ask the students what they see when the women is using the water pump. Explain to students that this tube well. This is how Bengalis get safe and clean drinking water. Even though there is much water available in Bangladesh, safe water comes from tube wells. Most surface water in Bangladesh is not safe to drink.

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4:52-6:16: The girls speak with their friend Khusum. You can tell the students that her friend's marriage has been arranged. They will go to meet her later. Then the girl goes to see her father. The girl is offering to feed her father with rice but he has already eaten. Relate to students that rice is the major staple food in Bangladesh. Afterwards the girl and her friends pass by a few men and a little store. Ask students what this might be. Then you can tell them it is a "dokan" or a small general store where they can buy food and other items. Have them note what it is made of and how small it is.

7:35- 11:08: This is a wedding performance in the movie. Use this section to show what dance in Bangladesh can look like. Ask the students if they can tell who is getting married. How do they know? The girl wearing the red shari is the one who will marry. The man who will marry her is wearing a white panjabi and wedding turban. Tell students that usually males wear clothes such as this for weddings while women wear a red shari with lots of jewelry. After the performance skip ahead to another part of the movie to show what the city in Bangladesh looks like.

39:20- 43:26: Let students observe the roads of Bangladesh. What do they notice? What do they see? The streets of Dhaka (the capital of Bangladesh) are very crowded with traffic and people. They will see different modes of transportation like buses, rickshaws, and three wheeled motor cycles called baby taxi. Travel by any mode of transportation found here is relatively cheap. Then the movie will look in the homes of two well off families from Bangladesh. Ask students to keep in mind the difference that they see between the village and city life. Notice how there is nice furniture in the home with all the wall paintings. In the next house the girl from the village is working as a house maid of sorts. This is very common in Bangladesh for people to have people help out around the house. Notice how Khusum must clean the floors by hand. This is usually how maid servants clean in Bangladesh. Next we see that Khusum has never used a water faucet before so she has to be shown how to use it. She used to get her water from a tube well.

48:04-50:45: Skip to this part of the movie to show even more of the city. The main character Khusum is now trying to find a new job and place to stay. She befriends three girls on their way to the factory to work. Make sure students are noting down what the surrounding are like in the city. She waits for her friends next to a small dokan. Much like in the village, these small dokans are found everywhere. The next scene shows what factory work looks like in Bangladesh. Ask students what they notice about the factory. Garment factories are quite common now in Bangladesh. The factories are quite crowded in often very noisy. Working conditions can also be quite uncomfortable.

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LESSON 3

54:04-56:00: Now we get a picture of other people live in big cities in Bangladesh. Here we see all small shanty town made of tin. Again, remind students to observe and note what they see.

- D.) **Closure and Assessment:** Teacher will close by asking students a few questions about what they learned from the movie. Teacher will refer to the handout given to the students. Teacher will copy the handout format on the board. He or she will ask for what students found in the movie and fill out the board with the students' information.

Name _____

LESSON 3

Life in Bangladesh

- **Environment**-What do the surroundings of Bangladesh look like? What do houses and buildings look like? What are they made of?
- **Clothing**-Describe what people in Bangladesh are wearing? What does that tell us about their culture? What does it tell us about the climate?
- **Daily Activities**-What are some daily activities in Bangladesh? What are some of the traditions that Bengalis follow?
- **Other details**-Any other details of interest.

	Village Life in Bangladesh	City Life in Bangladesh
Environment		
Clothing		
Daily Activities		
Other Details (Transportation, Language, Interesting Facts)		

LESSON 4

**BANGLADESH CURRICULUM UNIT
LESSON 4**

Title of Lesson: TRANSPORTATION IN BANGLADESH

Author: Michael Gonzalez

Grade Level: 6-8

Subject: Social Studies

Overview of Lesson:

In this lesson students will be able to demonstrate an understanding of what transportation systems are like in Bangladesh. Students will view a power point presentation showing different types of transportation. Students will use a handout to take notes on the power point.

Time: 45 minutes

Connections to standards:

National standard: Standard 3 Geography: 1

Objectives:

Knowledge

Students will be able to demonstrate an understanding of how people get around in other countries. Students will demonstrate the ability to compare their modes of transportation with modes of transportation found in Bangladesh.

Skills

Students will use their note taking skills to identify important details about each mode of transportation discussed in the power point. Students will also participate in an informal survey in the beginning of class to find how many students have been on different modes of transportation.

Materials:

Venn diagram, Power Point presentation, flash drive, computer, handout

BANGLADESH CURRICULUM UNIT
LESSON 4

Procedure

- A.) Teacher will engage students in an informal survey. The teacher will write different modes of transportation and recreation on the board including the following: car, plane, train, boat, roller coaster, bumper cars. Teacher will ask how many have been on each and write the number of student who have been on these different modes of transportation. Then teacher will ask class how they felt when they went on these modes of transportation. Did they feel scared for the first time? What was the ride like? Did you have to pay to get on? Encourage students to tell their own stories about traveling on these different modes of transportation. These general experiences will prepare the students to compare transportation here to that of Bangladesh.
- B.) Teacher will hand out note taking sheet for the power point presentation on Bangladesh. Teacher will explain how to fill out the sheet. The teacher is to inform the students that they will fill out the sheet as the power point progresses. Explain to students that they are to filling the box with the corresponding information that they learn in the power point. Teacher will start the power point and will explain key points and experiences from each power point slide.
1. Slide 1: Identify the flag of Bangladesh for students. The red in the middle of the flag signifies the blood that was shed in the war for independence. The green represents the color of the landscape in Bangladesh with its lush green environs.
 2. Slide 2: Use the first slide to convey to student how different streets and roads are in Bangladesh when compared to the United States. Engage students in discussion about this slide. What do they see? How is different from our road system. Explain to students that typically city streets in Bangladesh are very crowded and congested as the slide depicts, especially in cities. You can also start to identify some of the vehicles depicted in this picture. There are baby taxis (small green three wheeled motorcycles), rickshaws (three wheel cycles), buses, and other small cars.
 3. Slide 3: This picture depicts the amount a traffic that you would find in a small town in Bangladesh. The purpose of this picture is to show that traffic and people are all over in Bangladesh. Ask students what they observe in this picture. Bangladesh has a very large population for such a small country. In this picture note that some people sit on top of the bus. This is typical when there are no more seats available on the bus. Make sure to convey these facts to students.
 4. Slide 4: The main fact to point out in this picture is safety. Ask the students what feels unsafe here? Why or why not? Relate to students that buses are crowded so that the bus drivers can try to make as much money as possible. Emphasize the fact that buses are everywhere in the country. This is the most common mode of transportation for long distances.
 5. Slide 5: Besides discussing what is shown in the slide, tell students that since there is often only one lane, buses and cars often have to use their horn in

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conjunction with their head lights to signal where they are going in order to avoid collisions. Another point that should be emphasized in this slide is that what laws there are on the roads, are not always followed or enforced. This also leads to accidents.

6. Slide 6: Ask students what this man is doing. After some listening to some answers, reveal the rest of the slide. Simply reiterate what this slide explains such as the low fares of bus travel. It is the preferred mode of travel for long distances.
7. Slide 7: Ask students after displaying why they think accidents are common? Do we still have accidents in the United States?
8. Slide 8: Use this slide to explain the commonality of rickshaws in Bangladesh. Make sure to emphasize that this type of transportation is common in both large cities and small villages. Rickshaws are found throughout Bangladesh.
9. Slide 9: Ask students what they see in these slides. Relate to students how hard rickshaws drivers work. Invite questions about the pictures. Try to convey the difficulty of pulling a rickshaw as evident by the people being transported.
10. Slide 10: This slide is self explanatory. Emphasize the bargaining portion of the slide. Note to the students that heated arguments often ensue over the fare. Relate to them that it is best to agree on a fare before getting on a rickshaw to avoid unnecessary arguments. Remember to relate to students that rickshaw pullers make very little so it is in their best interest to make fares slightly higher.
11. Slide 11: This slide offers another glimpse of what the city looks like. This will help students get a sense of how crowded the city can be.
12. Slide 12, 13, and 14: These slides are self explanatory. Reiterate to students that boat travel is much safer than the other modes of transportation discussed earlier.
13. Slide 15: This is the last mode of transportation to be discussed. Baby taxis are found primarily in the city. Most have meters which determine how much the fare will be, while others have no meters, meaning bargaining becomes a necessity. These small baby taxis can weave in and out of traffic quickly. This always a fun ride. But for longer distances within the city, city buses are much cheaper than baby taxis.

C.) Teacher will go over the essential questions listed at the end of the power point with the students. Lead students into discussion using these questions. What are the similarities between American and Bangladeshi transportation systems? What are the differences?

D.) **Closure and Assessment.** Write the names of the different modes of make four columns with the names of the four modes of transportation listed on the hand out. Ask students about the details they have learned using their handout. If time allows, have them write the information on the board.

LESSON 5