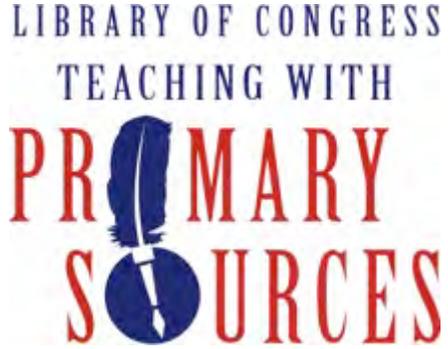
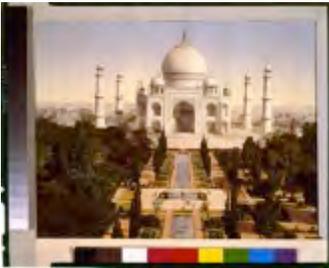
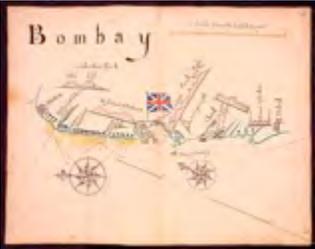


## Annotated Resource Set (ARS)

Title / Content Area:	South Asian Cities	 <p style="font-size: small;">LIBRARY OF CONGRESS TEACHING WITH <b>PRIMARY</b> <b>SOURCES</b></p>
Developed by:	Mubbashir Rizvi, Graduate Student and Rachel Meyer, Outreach Director South Asia Institute, University of Texas at Austin	
Grade Level:	Middle School; High School	
Essential Question:	How did large cities develop in South Asia? What kind of factors result in the growth of cities in South Asia? How are South Asian cities different from their Western counterparts?	
Contextual Paragraph:	<p>The past decade saw the passing of a major milestone in human history, when for the first time it was estimated that there were more people living in cities than the countryside. South Asian cities like Mumbai, Karachi, and Dhaka are at the center of this great transformation as they experience massive population growth and expansion. This resource set is designed to give a historical understanding of city life in South Asia.</p> <p>South Asia is home to some of the oldest continuously inhabited cities in the world. However, some of the largest commercial cities in the region were established in the 19<sup>th</sup> century under British colonial rule. We will examine the different meanings that have been attached to cities in the region across time and space. In pre-colonial times the city served as the center of imperial monuments, sacred spaces, and trade. In colonial times the city became associated with European rule, bureaucratic forms of government, and new technologies like trains and factory production. The pre-colonial city represented a moral order with large shrines, monuments, temples, and mosques. Whereas the colonial city was planned in a segregated fashion with separate areas for Europeans and other parts of the city that were known as native quarters or old city. These historical patterns, monuments and spatial arrangements continue to shape contemporary city life in South Asia.</p>	

## Resource Set

<p>City View, Benares, India</p>	<p>Street scene in Ancient Delhi — the "Rome of Asia," India</p>	<p>Hyderabad—street market scene leading to gates of Char-Minar</p>	<p>Agra, Taj Mahal</p>	<p>Delhi—ruins of Shershak</p>	<p>“The Taming of India” Daily County Herald, NV, March 1, 1921</p>
<p>This picture taken in 1922 shows a sacred bathing area in Varanasi (formerly known as Benares). This city in the Eastern Ganges has been continuously inhabited since 11<sup>th</sup> century BCE. It is one of the holiest Hindu pilgrimage sites.</p>	<p>A 1907 postcard shows a bustling street scene with laborers, bystanders, horse carriages, and the backdrop of Jama Mosque, a grand symbol Jahangir’s reign.</p>	<p>Char-Minar (Four Towers) Mosque built in 1591 CE is the major landmark of Hyderabad, Andhra Pradesh. This 1895 picture was taken in Laad Bazaar that is adjacent to the landmark monument.</p>	<p>The iconic mausoleum that has captivated the imagination of people all over the world overlooks the city of Agra.</p>	<p>Most ancient relics and monuments of the pre-modern era have been destroyed or fallen into ruin as ancient cities like Benares, Delhi, and Hyderabad have expanded.</p>	<p>A news article depicting the pageantry of King George’s <i>darbar</i> and coronation in Delhi. The article juxtaposes classical Indian monuments with British colonial buildings and architecture.</p>
					
<p><a href="http://www.loc.gov/pictures/item/ggb2004000371/">http://www.loc.gov/pictures/item/ggb2004000371/</a></p>	<p><a href="http://www.loc.gov/pictures/item/2007675425/">http://www.loc.gov/pictures/item/2007675425/</a></p>	<p><a href="http://www.loc.gov/pictures/item/2004707342/">http://www.loc.gov/pictures/item/2004707342/</a></p>	<p><a href="http://www.loc.gov/pictures/item/95505064/">http://www.loc.gov/pictures/item/95505064/</a></p>	<p><a href="http://www.loc.gov/pictures/item/2004707758/">http://www.loc.gov/pictures/item/2004707758/</a></p>	<p><a href="http://chroniclingamerica.loc.gov/lccn/2010270500/1912-03-01/ed-1/seq-3/">http://chroniclingamerica.loc.gov/lccn/2010270500/1912-03-01/ed-1/seq-3/</a></p>

<p>The harbor of Bombay (Mumbai) as depicted in William Hacke's "A Description of the Sea Coasts"</p>	<p>Bank of Bengal on Hoogly River, Calcutta River Shore</p>	<p>Colombo—natives washing clothes at water's edge; railway train in background</p>	<p>Chhatrapati Shivaji Terminus (formerly Victoria Train Station Bombay)</p>	<p>Lahore Railway Station</p>	<p>The City of the Plague. The Natural Beauties of Bombay, a Scene of Misery</p>
<p>Mumbai, the largest city in India started off as a chain of seven Islands that were home to fishing communities. These islands were connected to the mainland by a large land reclamation project that gave shape to a major seaport harbor and hub for roads and railways throughout British India.</p>	<p>The first British trading ships sailed across the Hoogli river to reach West Bengal where they set up the first major trade settlement in Calcutta in 18<sup>th</sup> century. By late 19<sup>th</sup> century Calcutta was one of the largest and influential cities in India.</p>	<p>A field picture that shows how the train became a common backdrop in South Asia transporting large numbers of people and goods to cities. The transport and communication technologies resulted in greater urbanization</p>	<p>The busiest railway station in India. It was built on top of a large storage depot in 1896. The building is a mixed influence of Gothic and Indian motifs. The terminal was built in time to commemorate the Golden Jubilee of Queen Victoria</p>	<p>This fortress style train station was built in the immediate aftermath of 1857 rebellion. The towers are built to withstand gunfire and the clock towers can also support cannons. Lahore was considered the Northwestern frontier when this terminal was built.</p>	<p>The article shows how the clean and orderly colonial city of Bombay was undergoing massive growth that gave rise to a devastating plague that killed a large population of the city within weeks. See this article for its discussion of population density, transportation, rural to urban migration, etc.</p>
					
<p><a href="http://www.loc.gov/rr/geogmap/guide/gmillatl.html">http://www.loc.gov/rr/geogmap/guide/gmillatl.html</a></p>	<p><a href="http://www.loc.gov/pictures/item/npc2008000075">http://www.loc.gov/pictures/item/npc2008000075</a></p>	<p><a href="http://www.loc.gov/pictures/item/2004707317/">http://www.loc.gov/pictures/item/2004707317/</a></p>	<p><a href="http://www.loc.gov/pictures/item/2004707349/">http://www.loc.gov/pictures/item/2004707349/</a></p>	<p><a href="http://www.loc.gov/pictures/item/2004707358/">http://www.loc.gov/pictures/item/2004707358/</a></p>	<p><a href="http://chroniclingamerica.loc.gov/lccn/sn85042461/1897-01-24/ed-1/seq-17/">http://chroniclingamerica.loc.gov/lccn/sn85042461/1897-01-24/ed-1/seq-17/</a></p>

<p>Clock Tower, Colombo</p>	<p>Throne Room. (Known as Raj Bhavan), Calcutta (Kolkata)</p>	<p>Bombay (Mumbai)</p>	<p>Government Building, Calcutta</p>	<p>Madras—the high courts</p>	<p>European Quarter, Calcutta (Kolkata)</p>
<p>A prominent clock tower in the city center of Colombo to mark time and regulate the urban workday.</p>	<p>British Viceroys used this opulent room to entertain and host guests. Tipu Sultan’s, the last defiant king of Mysore, throne is stored in this room.</p>	<p>Apartment buildings in the city center with wide-open road, pedestrians, and a police officer looking at the cameraman.</p>	<p>Large stately building with gothic columns. A city tram service and horse carriages can be seen in front of the building.</p>	<p>Madras, along with Bombay and Calcutta, was recognized as a Presidency town in the colonial era and these courts were officially designated the title of precedent setting High Courts. The Madras court has retained its name even after Madras city was renamed Chennai.</p>	<p>A busy street scene with automobiles, pedestrians and horse carriages from the wealthy European quarter of Calcutta in 1922.</p>
					
<p><a href="http://www.loc.gov/pictures/item/2004707644/">http://www.loc.gov/pictures/item/2004707644/</a></p>	<p><a href="http://www.loc.gov/pictures/item/ggb2004000370/">http://www.loc.gov/pictures/item/ggb2004000370/</a></p>	<p><a href="http://www.loc.gov/pictures/item/ggb2006009175/">http://www.loc.gov/pictures/item/ggb2006009175/</a></p>	<p><a href="http://www.loc.gov/pictures/item/ggb2004000353/">http://www.loc.gov/pictures/item/ggb2004000353/</a></p>	<p><a href="http://www.loc.gov/pictures/item/2004707337/">http://www.loc.gov/pictures/item/2004707337/</a></p>	<p><a href="http://www.loc.gov/pictures/item/ggb2004000354/">http://www.loc.gov/pictures/item/ggb2004000354/</a></p>

<p>South Asia</p>	<p>Calcutta—City of Palace and Hovel (Omaha Daily Bee, June 05, 1910)</p>	<p>India, a street in Lahore, the center of Indian wheat region</p>	<p>Madras—street scene in "Blacktown"</p>	<p>Street scene, Bombay</p>	<p>Bombay—street scene in native quarter</p>
<p>South Asia. [Washington, DC: Central Intelligence Agency, 1998]</p>	<p>This article illustrates the contrast between the opulent luxury of elites and the masses in Calcutta at the turn of 20<sup>th</sup> century.</p>	<p>Photograph of an inner city market taken sometime between 1908–1919 when Lahore grew into a major commercial center</p>	<p>“Blacktown” referred to the part of Madras that was designated for natives and Catholic Europeans (Portuguese, others).</p>	<p>A crowded Bombay street with pedestrians, laborers, and residential apartments on top of street level markets. There are no cars or carriages here but note the sheep in the corner.</p>	<p>This photograph was taken in 1895 and it shows the density of the native residential quarters in Bombay at the time.</p>
					
<p><a href="http://hdl.loc.gov/loc.gmd/g7625.ct000947">http://hdl.loc.gov/loc.gmd/g7625.ct000947</a></p>	<p><a href="http://chroniclingamerica.loc.gov/lc/sn99021999/1910-06-05/ed-1/seq-18/">http://chroniclingamerica.loc.gov/lc/sn99021999/1910-06-05/ed-1/seq-18/</a></p>	<p><a href="http://www.loc.gov/pictures/resource/npsc.19634/">http://www.loc.gov/pictures/resource/npsc.19634/</a></p>	<p><a href="http://www.loc.gov/pictures/item/2004707338/">http://www.loc.gov/pictures/item/2004707338/</a></p>	<p><a href="http://www.loc.gov/pictures/item/ggb2004000362/">http://www.loc.gov/pictures/item/ggb2004000362/</a></p>	<p><a href="http://www.loc.gov/pictures/item/2004707350/">http://www.loc.gov/pictures/item/2004707350/</a></p>

<p>American lend lease Elahi worker</p>	<p>India in the war; girl workers in a booming Bombay textile mill</p>	<p>Indian workers building railway coach</p>	<p>Bullock cart, Bombay</p>	<p>Looking toward downtown Gangtok, the Capital of Sikkim</p>	<p>Youthful snake charmer, Bombay, India</p>
<p>“Mohamed Ellai Buksh, sixty-two, works with lend-lease precision tools in India's oldest munitions factory. Ellai Buksh has been at his job in this plant for almost thirty years and of his thirteen children six sons are working either in this munitions plant or others.”</p>	<p>Bombay emerged as a major textile producer after WWII. Thirty-five percent of India's great cotton textile production, amounting to some 5,000,000,000 yards a year, is going into war materials for India and United Nations</p>	<p>A large population of laborers moved to cities to work in factories from nearby towns and villages. Most laborers retained a strong link to their natal villages because the salaries did not pay enough for them to bring entire families.</p>	<p>Bullock and donkey carts are a common feature in South Asian cities. Poorer merchants and laborers use these carts to carry heavy loads and transport goods. However, many cities are trying to ban the use of these carts to improve and speed up the flow of traffic</p>	<p>South Asian cities also gave rise to a new population of female students, workers, and teachers who came to reside in cities in hostels and quarters.</p>	<p>Large cities also offered opportunities for informal livelihoods like this boy who works in the European quarter to earn some money by performing with snakes.</p>
					
<p><a href="http://www.loc.gov/pictures/item/oem2002007791/PP/">http://www.loc.gov/pictures/item/oem2002007791/PP/</a></p>	<p><a href="http://www.loc.gov/pictures/item/oem2002007110/PP/">http://www.loc.gov/pictures/item/oem2002007110/PP/</a></p>	<p><a href="http://www.loc.gov/pictures/item/2004707662/">http://www.loc.gov/pictures/item/2004707662/</a></p>	<p><a href="http://www.loc.gov/pictures/item/2004707351/">http://www.loc.gov/pictures/item/2004707351/</a></p>	<p><a href="http://www.loc.gov/pictures/item/2011646631/">http://www.loc.gov/pictures/item/2011646631/</a></p>	<p><a href="http://www.loc.gov/pictures/item/91787502/">http://www.loc.gov/pictures/item/91787502/</a></p>

## Foundations Annotations

### Curriculum Connections

Social Studies; Language Arts—Reading, Writing; Critical thinking; Information Literacy

### Curriculum Standards

#### Texas Essential Knowledge and Skills (TEKS)

##### §113.18. Social Studies, Grade 6

(1) History. The student understands that historical events influence contemporary events. The student is expected to: (A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade; and (B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.

(2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to: (A) identify and describe the influence of individual or group achievements on various historical or contemporary societies such as the classical Greeks on government and the American Revolution on the French Revolution; and (B) evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.

(5) Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to: (A) identify and explain the geographic factors responsible for the location of economic activities in places and regions; (B) identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's ability to control territory; and (C) explain the impact of geographic factors on economic development and the domestic and foreign policies of societies.

(7) Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to: (A) identify and analyze ways people have adapted to the physical environment in various places and regions; (B) identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure; and (C) describe ways in which technology influences human interactions with the environment such as humans building dams for flood control.

(17) Culture. The student understands relationships that exist among world cultures. The student is expected to: (A) identify and describe how culture traits such as trade, travel, and war spread; (B) identify and describe factors that influence cultural change such as improved communication, transportation, and economic development; (C) evaluate the impact of improved communication technology among cultures; (D) identify and define the impact of cultural diffusion on individuals and world societies; and (E) identify examples of positive and negative effects of cultural diffusion.

(19) Culture. The student understands the relationships among religion, philosophy, and culture. The student is expected to: (A) explain the relationship among religious ideas, philosophical ideas, and cultures; and (B) explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies.

(20) Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to: (A) give examples of scientific discoveries and technological innovations, including the roles of scientists and inventors, that have transcended the boundaries of societies and have shaped the world; (B) explain how resources, belief systems, economic factors, and political decisions have affected the use of technology; and (C) make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations.

### §113.42. World Geography Studies

(15) Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to: (A) create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation; and (B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.

(16) Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to: (A) locate places and regions of historical significance directly related to major eras and turning points in world history; (B) analyze the influence of human and physical geographic factors on major events in world history, including the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez canals; and (C) interpret maps, charts, and graphs to explain how geography has influenced people and events in the past.

### §113.43. World History Studies

(2) History. The student understands how people, places, and environments have changed over time and the effects of these changes. The student is expected to: (A) describe the human and physical characteristics of the same regions at different periods of time to evaluate relationships between past events and current conditions; and (B) explain how changes in societies have led to diverse uses of physical features.

(5) Geography. The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to: (A) analyze how the character of a place is related to its political, economic, social, and cultural elements; and (B) interpret political, economic, social, and demographic indicators (gross domestic product per capita, life expectancy, literacy, and infant mortality) to determine the level of development and standard of living in nations using the terms Human Development Index, less developed, newly industrialized, and more developed.

(6) Geography. The student understands the types, patterns, and processes of settlement. The student is expected to: (A) locate and describe human and physical features that influence the size and distribution of settlements; and (B) explain the processes that have caused changes in settlement patterns, including urbanization, transportation, access to and availability of resources, and economic activities.

(18) Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to: (A) analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion; (B) assess causes, effects, and perceptions of conflicts between groups of people, including modern genocides and terrorism; (C) identify examples of cultures that maintain traditional ways, including traditional economies; and (D) evaluate the spread of cultural traits to find examples of cultural convergence and divergence such as the spread of democratic ideas, U.S.-based fast-food franchises, the English language, technology, or global sports.

(19) Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment. The student is expected to: (A) evaluate the significance of major technological innovations in the areas of transportation and energy that have been used to modify the physical environment; (B) analyze ways technological innovations such as air conditioning and desalinization have allowed humans to adapt to places; and (C) examine the environmental, economic, and social impacts of advances in technology on agriculture and natural resources.

### Content & Thinking Objectives

**Content Objectives** Objective 1: Students will describe some of the ways in which the meaning of city changes over time in South Asia from pre-colonial era to colonial times.

Objective 2: Students will analyze the different symbolism and material use of different buildings and urban structures.

Objective 3: Students will learn about the impact of transportation and trade on urbanization in South Asia.

Objective 4: Student will become familiar with debates about population density, segregation and public life in South Asia.

Objective 5: Student will learn about the various different forms of livelihoods that characterize urban life in South Asia

**Thinking Objectives** Objective 1: Students will be provoked to think about the interaction between urban structures, public life and politics

Objective 2: Students will develop strategies for interpreting built architecture and monuments as a primary resource in historical research

Objective 3: Student will reflect on the diverse processes (labor migration, bureaucracy-government offices and education) that give shape to city experience in South Asia

Objective 4: Student will be encouraged to compare and contrast urban life in South Asia with cities in the U.S.

### **Inquiry Activities & Strategies**

1. If These Walls Could Talk- Architecture Analysis Activity: Ask students to compare the images of built structures and sites in this resource set to analyze the consistencies and changes in style. Students should look for the changes in authority, beliefs and practices are reflected in the architecture. Ask the students to look up the details for the following: When was this building built? Who commissioned this project? What was the buildings purpose? How does this building reflect larger social relations in the city? Does it still serve the same use? What kind of changes do we notice from pre-colonial era into the colonial buildings?

2. Newspaper Article Activity: Using the article “The City of the Plague”, “City of Palace and Hovel” and “The Taming of India” examine the following topics:

Middle School:

- a) Analyze the impact of cultural diffusion (or colonialism) on individuals and society.
- b) Interpret these articles to see how geographic factors influence the economic development, political relationships, and policies in South Asian cities like Calcutta, Delhi and Bombay.

High School:

- a) Use these two newspaper articles to analyze how the character of South Asian cities is related to the broader political, economic, social, and cultural elements.
- b) Describe the level of social integration and social exclusion that characterize these cities in the pictures and articles

3. Photograph Activity: Examine and identify the processes that have caused changes in settlement patterns, including urbanization, transportation, access to and availability of resources, and economic activities.

### **Assessment Strategies**

1. How do we know a city? Ask the students to write a description of a given city, its media representation and unique features. For high school students ask them to look up cultural or media representation of a major city in India. Delhi, Bombay and/or Calcutta. You can use the newspaper articles in this resource set as a starting point but the students should look up media representation, popular depictions and debates pertaining to a city.

2. South Asian Cities Timeline—Divide the students in groups and ask each group to do a text and image timeline for one city in this resource set. The students should do some background research on a particular city (Delhi, Calcutta, Bombay, Benares or Hyderabad) with regard to its history of settlement, historical growth and its current demographics. These details can be gathered by looking up information on Wikipedia, this resource set and the web resources listed below. Ask the students to highlight the crucial factors that resulted in the growth of their chosen city, the physical location and its associations with commerce, education or government.

3. Divide the class in five groups. Each group should one page of the resource set images and article (if there is one on that page). The students should analyze and do some background research to make a class presentation on a) monuments, shrines and sacred spaces in South Asian cities. (b) The impact of colonial rule and modern technology on South Asian cities. (c) The expansion and growing inequalities in South Asian cities. (d). The rise of new labor classes in South Asian cities.

## Other Resources

### Web Resources

1. Hemispheres Website: Understanding Migration: Curriculum Resources for the Classroom. Look for case study: Should people in India move from rural areas to the city to find work?  
<http://www.utexas.edu/cola/orgs/hemispheres/curriculum/migration.php>
2. South Asia Institute: Photography in India Lesson Plan. [http://www.utexas.edu/cola/insts/southasia/\\_files/pdf/outreach/Photography%20in%20India%20Lesson%20Plan.pdf](http://www.utexas.edu/cola/insts/southasia/_files/pdf/outreach/Photography%20in%20India%20Lesson%20Plan.pdf)
3. South Asia Institute- British Rule in India- High School Level, Geography & History Powerpoint. <http://www.utexas.edu/cola/insts/southasia/outreach/k-12/lesson-plans.php>
4. Asia: Human Geography: Basic introduction to cultural geography and some important facts about early settlement of South Asian cities -  
[http://education.nationalgeographic.com/education/encyclopedia/asia-human/?ar\\_a=1](http://education.nationalgeographic.com/education/encyclopedia/asia-human/?ar_a=1)
5. Observing Physical and Cultural Landscapes. What geographic clues in photographs can help you to determine location?  
[http://education.nationalgeographic.com/education/activity/observing-physical-and-cultural-landscapes/?ar\\_a=1](http://education.nationalgeographic.com/education/activity/observing-physical-and-cultural-landscapes/?ar_a=1)
6. Port Cities: Busy urban areas help exchange goods and services: [http://education.nationalgeographic.com/education/media/port-cities/?ar\\_a=1](http://education.nationalgeographic.com/education/media/port-cities/?ar_a=1)
7. Introduction to Population: Why are some areas more crowded than others? Students learn what population means, discuss crowding and why some areas are more crowded than others, compare and contrast living in crowded and uncrowded places. For Ages 6-7: [http://education.nationalgeographic.com/education/activity/introduction-population/?ar\\_a=1](http://education.nationalgeographic.com/education/activity/introduction-population/?ar_a=1)
8. Urban Planning. Smart growth in shrinking communities: [http://education.nationalgeographic.com/education/news/urban-planning/?ar\\_a=1](http://education.nationalgeographic.com/education/news/urban-planning/?ar_a=1)
9. Maps of South Asia from antiquity, pre-modern, colonial to contemporary India, Pakistan, Bangladesh, Sri Lanka and Nepal  
<http://www.columbia.edu/itc/mealac/pritchett/00maplinks/index.html>

### Secondary Sources

#### Books:

- Ali, Kamran. & Reiker, Martina. 2008. Comparing Cities: The Middle East and South Asia. Karachi, Oxford University Press
- Ali, Kamran. & Reiker, Martina. 2008. Urban Margins: Envisioning the Contemporary Global South.
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- Hasan, Arif. 2002. Understanding Karachi. Karachi, City Press
- Mistry, Rohinton. 1995. A Fine Balance. New York, Vintage.
- Parkash, Gyan. 2002. Mumbai Fables. Princeton, Princeton University Press.