

*Fulbright-Hays Summer Seminar Abroad
India & Sri Lanka: Ancient Civilizations in the 21st Century
Curriculum Project
Karen R. Lindenberg*

Are Gandhi's Teachings Relevant to the Challenges of Modern India?

Course: Modern World History

Unit of Study: Asia

Topic of Study: India in the 21st Century

Grade Level: 10th

PA State Standards:

HIST	12.1 (all)	CIV	12.1.C
	12.4 (all)		12.1.M
			12.2.B
GEO	12.3.A		12.2.C
	12.3.B		12.2.D
	12.3.E		12.2.E
	12.4.A		12.2.F
	12.4.B		12.2.G
			12.3.G
			12.3.K

Project Objectives:

1. Students will identify the role of Gandhi in India's history.
2. Students will explain the historical background and development of modern India.
3. Students will identify the traditions, practices, and beliefs present within Indian culture (including holidays, arts & literature, religions, and language) and analyze how those traditions, practices, and beliefs influence current challenges for modern India.
4. Students will analyze the impact and legacy of British imperialism on India.
5. Students will identify key leaders, issues, places, and groups involved in modern India's current challenges.
6. Students will identify and evaluate modern India's place in the world today.

Timeline of Implementation:

The entire unit on India (within a marking period on Asia) should last approximately 10-15 school days, or 2 to 3 weeks, depending on how many supplemental and enrichment activities are included. My school does not operate on block scheduling, so each daily class period is 50 minutes. This individual project on Modern India should take approximately 3-4 days, depending on how much in-class time is given for preparation, discussion, research, and group work. Specific timing for the project can only be determined by the size of the class, the ability levels of the students involved, the in and out of school resources available to the students, and the school calendar of the district using the project.

Student Understanding:

By the conclusion of this project, student will understand –

1. Not unlike the United States, India is a very diverse country with numerous challenges facing it in the 21st century.
2. Despite its rise in wealth and power, India continues to be plagued with challenges directly related to its traditions, cultural beliefs, and colonial legacy.
3. If successful in managing its current challenges, India has the potential to equal and/or surpass other major global powers, including the United States, Russia, and China.

Essential Questions:

1. What factors have led India to experience high levels of economic and social inequality?
2. How have these economic and social inequalities challenged India in the 21st century?
3. How has India been successful in overcoming some of its challenges in order to become a major, competitive global power?
4. In what areas does India still need improvement in order to maintain its new status?

Students Will Know:

- Key vocabulary relating to modern India
- Gandhi – role in Indian history, basic philosophies and values
- British imperialism – its impact and legacy
- Economic and social challenges for modern India

Stage 2: Assessment Evidence

Performance Tasks:

Students engaged in this project will work together in teams to research and prepare for a larger class debate on the challenges of modern India. This debate will be framed around the question: “Are Gandhi’s Teachings Still Relevant to the Challenges of Modern India?” Students will be assigned to a side of the debate and a subtopic to research. They will be presented with quotes from Gandhi to help prompt their curiosity, creative thinking, and brainstorming. Ground rules for the preparation, research, and the actual debate itself will be discussed with the students when the assessment is given. Students will also be provided with a grading rubric to guide them in regards to the project expectations.

Other Evidence:

Other evidence of student mastery of the topic will include teacher observations, class discussions, cooperative activities with group members, quality of individual and group research, active participation in speech writing and/or speech delivery during the debate, participation in post-debate class debriefing, and the completion of a post-debate writing assignment.

Stage 3: Learning Plan

Lesson Plan:

1. Day 1 – Introduce project assignment, create groups for debate research, groups begin to organize responsibilities for debate preparation
2. Days 2 or 3 – Group time to research, prepare visual aids, write speeches, etc.
3. Day 3 or 4 – Debate
4. Day 4 or 5 – Class Discussion/Debrief for partial period to wrap up activity and guide reflection papers – What conclusions can be drawn from our research on the challenges facing Modern India?
5. Day 7 – Personal Reflections due

Learning Activities:

See attached project description and grading rubric.

Are Gandhi's Teachings Still Relevant to the Challenges of Modern India? *A Class Debate*

Assignment: As part of our unit on Modern India, we will be explore some of the challenges facing this culturally diverse country. Having already studied British imperialism and India's independence movement, led by Mahatma Gandhi, you will now apply your historical knowledge in trying to predict India's future. As a class, you will participate in a debate over some of the most pressing issues in Modern India. Following the debate, you will be responsible for writing an individual reflection piece that identifies what you have learned about Modern India through your own research and the arguments presented in the debate.

Debate Requirements:

1. You will be assigned to one of two teams and you will be assigned a perspective to adopt for the purpose of the class debate. You will either be arguing yes, Gandhi's teachings are still relevant to the development of Modern India, or no, Gandhi's teachings are outdated and are no longer relevant to the development of Modern India. Regardless of your own feelings, you will need to maintain your assigned role for the entire debate. You will have an opportunity to reflect and share your own personal feelings at the conclusion of the activity.
2. Debate Format – your group will need to divide research and responsibilities in order to participate in all of the class debate. Each member of your group must take on both speaking and non-speaking roles.
 - Opening Statements – 2 minutes per side
 - Formal Arguments – 10 minutes per side
 - Rebuttal – 5 minutes per side
 - Question/Answer Session – 5 minutes per side (must be recognized by teacher/moderator to ask/answer questions)
 - Closing Statements – 2 minutes per side
3. Research Sub-Topics – in your group's formal arguments, you must address at least five of the following sub-topics in some way. You will be able to use books, journals, legitimate websites, and online databases to find your supporting evidence. Your arguments and presentation must also be framed within Gandhi's teachings (some of which will be provided to you by the teacher) – although, you and your group will need to determine how to use these teachings most effectively. Be sure your information is current – we are researching Modern India – unless looking at primary documents, none of your resources should be more than 5 years old. Keep a list of your sources – you will be required to submit a works cited page (see #6). Creation of visual aids to help the persuasiveness of your arguments is encouraged, but not required.
 - Positives & Negatives of British Imperialism (impact and legacy)
 - Current Event(s) in Modern India (student choice)
 - Status of Women in Modern India
 - Military Strength & Nuclear Weapons (India/Pakistan dispute)
 - Education in Modern India
 - Economic Disparities in Modern India
 - Diversity & Other Challenges to Maintaining Democracy in Modern India
4. Your formal arguments and rebuttal must include both general statements and specific supporting evidence. Your group will need to determine how to organize this information in the most compelling, informative, interesting, and persuasive ways.
5. Some members of your group will be responsible for researching the opposing side's arguments. You will need to be able to anticipate and critique their perspective and offer specific evidence to counter their viewpoint. This information will be presented during the rebuttal portion of the debate.
6. Your group will need to submit a list of works cited. This list must be typed and in MLA format.

Personal Reflection Requirements:

1. Within three days following the debate, you will need to submit a typed, 2 page (minimum) reflection paper.
2. Your reflection paper must address the following topics:
 - a. The most interesting and important new information you have learned about Modern India
 - b. The most compelling and persuasive arguments presented in the class debate (these don't necessarily need to come from your team)
 - c. The strengths and weaknesses in both sides' arguments during the debate
 - d. Your own feelings/opinions about the future of Modern India in light of what you have learned in this activity

** Some class time will be provided, but some of the preparation for the debate and the personal reflection paper will need to be completed outside of class. Library reference passes are also available.

** Refer to the attached grading rubric for additional details.

Helpful Resources:

Digital South Asia Library – <http://dsal.uchicago.edu/index.html>

Columbia University Libraries, South and Southeast Asian Studies – www.columbia.edu/cu/lweb/indiv/southasia/cuvl/

Asia Society – www.asiasociety.org

In Spite of the Gods: The Rise of Modern India, by Edward Luce, 2007.

Everyday Life in South Asia, edited by Diane Mines & Sarah Lamb, 2002.

Grading Rubric
Class Debate and Reflection Activity
World History

Name: _____ Score: _____/50

Debate – Group Component to Grade

Quality of Research – 20 points (5 x 4)

- 5 – Excellent research! Group has used a variety of books, journals, legitimate websites, and online databases to find supporting evidence. Evidence is current, detailed, accurate, and persuasive. Group has submitted a typed list of works cited in MLA format.
- 4 – Good research! Lacking in one of the above criteria.
- 3 – Average research. Lacking in more than one of the above criteria.
- 2 – Research needs improvement for the following reason(s):
- 1 – Unacceptable for the following reason(s):

Presentation of Material – 10 points (5 x 2)

- 5 – Excellent presentation! Group’s arguments and presentation are framed within Gandhi’s teachings. Group determined how to use these teachings most effectively to support its position in the debate. Group maintained its assigned perspective for the duration of the debate. Specific details and supporting evidence were used to strengthen arguments. Group improvised and responded appropriately to questions or comments made during the debate. Group members were well-spoken, and used appropriate body language, voice clarity, and eye contact.
- 4 – Good presentation! Lacking in one of the above criteria.
- 3 – Average research. Lacking in more than one of the above criteria.
- 2 – Research needs improvement for the following reason(s):
- 1 – Unacceptable for the following reason(s):

Reflection Paper – Individual Component to Grade – 20 points (5 x 4)

- 5 – Excellent reflection paper! Student has submitted paper that is typed, 2 pages (min.), and double-spaced. There are no spelling or grammar errors. Reflection paper demonstrates thoughtfulness and effort. Reflection addresses the most interesting and important new information student has learned about Modern India, the most compelling and persuasive arguments presented in the class debate, the strengths and weaknesses in both sides’ arguments during the debate, and the student’s own feelings/opinions about the future of Modern India in light of what he/she learned in this activity.
- 4 – Good reflection paper! Lacking in one of the above criteria.
- 3 – Average reflection paper. Lacking in more than one of the above criteria.
- 2 – Reflection paper needs improvement for the following reason(s):
- 1 – Unacceptable for the following reason(s):
- 0 – Reflection paper was not submitted.

Sample of Gandhi's Teachings

Source: www.gandhi-manibhavan.org/gandhicomelive/quotes_main.htm

“A nation’s culture resides in the hearts and in the souls of its people.”

“No culture can live if it attempts to be exclusive.”

“Democracy demands patient instruction on it before legislation.”

“Democracy, disciplined and enlightened, is the finest thing in the world.”

“Economics that hurt the moral well-being of an individual or a nation are immoral and therefore sinful.”

“Education should be so revolutionized as to answer the wants of the poorest villager, instead of answering those of an imperial exploiter.”

“Diversity there certainly is in the world, but it means neither inequality nor untouchability.”

“To call women the weaker sex is a libel; it is man’s injustice to women.”

“Militarization of India will mean her own destruction as well as of the whole world.”

“In the matter of outward sanitation, we have much to learn from the West.”

“Terrorism and deception are weapons not of the strong but of the weak.”

“Untouchability is an error of long-standing.”

“There is no occasion for women to consider themselves subordinate or inferior to men.”

“Woman is the companion of man, gifted with equal mental capacities.”

“If by strength is meant moral power, then woman is immeasurably man’s superior.”

“If nonviolence is the law of our being, the future is with women.”

“An India awakened and free has a message of peace and goodwill to a groaning world.”

“A free India will throw all her weight in favor of world disarmament and should herself be prepared to give a lead in this.”

“It does not require money to be neat, clean, and dignified.”

“Basic education links the children, whether of the cities or villages, to all that is best and lasting about India.”

**** You may research additional quotes from Gandhi, visual aids, quotes from research, etc. if you find them to be more useful to your arguments – just remember to include their sources on your works cited page.**

Things to Consider:

1. Can I use any of these quotes to support my position or refute the opposing sides’ argument? If so, how? If not, why?
2. Do any of these quotes contradict or reinforce what I am finding in my research about Modern India? If so, how? Why?
3. Would Gandhi agree/disagree with my side of the debate? In regards to what topics? Why? How can I use this information to make my arguments more persuasive?