This lesson on India is suggested as a culminating activity to bring together previously taught units about infrastructure, Islam, Buddhism, Hinduism, ancient India, and contemporary India. The lesson's goals are to examine how a country's cultural background can influence change and to study the development of modern infrastructure. The students develop a board game that allows them to create as much infrastructure as possible. Directions for the game's creation are given in the lesson, as well as a list of the materials needed and project evaluation standards. Resources listed include videos (2), books (4), study prints (3), and slides (1). A relevant list of vocabulary terms on Islam, Hinduism, Buddhism, and India also is provided. (BT)
CURRICULUM PROJECTS DEVELOPED BY 1998 SEMINAR PARTICIPANTS

Submitted to
Educational Resources Information Center (ERIC), USDE

By
United States Educational Foundation in India
CURRICULUM PROJECTS DEVELOPED BY 1998 SEMINAR PARTICIPANTS

Submitted to

Educational Resources Information Center (ERIC), USDE

By
United States Educational Foundation in India
Independent Curriculum Project

U.S. Department of Education
India Summer Seminar on
Tradition and Modernity: India's Quantum Leap Into The 21st Century

by

Elise Stewart
245 Valley Vista Drive
Camarillo, Ca. 93010
Telephone 805 484-1280
Infrastructure—The Game

Rationale: To examine how a country’s cultural background can influence change and its development of modern infrastructure.

This is a culminating activity that pulls together previously taught units in infrastructure, Islam, Buddhism, Hinduism, ancient India and contemporary India.

 Procedures: Students are to create a board game. The goal of the game must be to acquire as much infrastructure as possible. The player with the most infrastructure wins.

* Students must first identify the infrastructures necessary for the 21st century. These must be the basis for the game. Infrastructures can be used individually such as power or broken down as a group such as hydroelectric power, nuclear power, and wind power. All infrastructure should be appropriate to India.

* This game must look Indian. This includes Indian motifs, architecture, sculpture, painting, personalities, gods, geography, dress, animals, specific locations, forms of transportation, musical instruments, etc.

* As a part of the game students must include cards with cultural information or events that will influence a player’s ability to acquire infrastructure. These cards must also look Indian and include the following areas:
  * Customs and specific holidays of the three religions
  * Influential personalities (past and present) and governmental procedures
  * Weather and geography
  * Customs that might cross religious boundaries such as the caste system, population control, and marriage.

* Students can develop a theme from the list of vocabulary words. For example, Hindu Gods and holidays or ancient empires.

* Any "men" used by individuals in the game to move around the board must also be authentic and symbolic.

* Students are expected to not only use vocabulary words from the religion and Indian units, but also to "play" with the words.
Evaluation: The following standard is used to evaluate the project:

* Can you play it? Does it work? 1-10 points
* Cohesive use of a theme 1-10
* Depth of information on the board 1-30
* Depth of information in the cards and "men" 1-30
* Quality of presentation -visual 1-20

Materials: This is a culminating activity for the study of India. Students have already studied and been tested on the components. The materials listed below are for them to reference while developing their board game.

* Vocabulary review sheets from units on Islam, Buddhism, Hinduism, and India. (Attached)

Videos

Books

Study Prints produced by the Center for Cultural Resources and Training, New Delhi, 1997.
* Cultural Heritage I, II and III
* Expression in Line
* World Cultural Heritage Sites: India 1,2,3 and 4

Slides produced by the Center for Cultural Resources and Training, New Delhi, 1997-8.
* Album II: Architecture, Sculpture and Painting Cultural Kit

Note: This project is designed for a junior high history GATE class. However, it can be adapted to regular classrooms. It can be used as an individual assignment or as a group assignment. Time allowed is three weeks.
# Vocabulary

## Islam

<table>
<thead>
<tr>
<th>Term</th>
<th>Term</th>
<th>Term</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Islam</td>
<td>moslim</td>
<td>Mohammed</td>
<td>Ishmael</td>
</tr>
<tr>
<td>Mt. Hira</td>
<td>Gabrielle</td>
<td>Ka'aba</td>
<td>Mecca</td>
</tr>
<tr>
<td>Koran</td>
<td>Hegira</td>
<td>Medina</td>
<td>Jahad</td>
</tr>
<tr>
<td>5 Pillars of Faith</td>
<td>salat</td>
<td>mihrab</td>
<td>prayer rug</td>
</tr>
<tr>
<td>zakat</td>
<td>Ramadan</td>
<td>Little Baram</td>
<td>Lesser Pilgrimage</td>
</tr>
<tr>
<td>hajj</td>
<td>Mount of Mercy</td>
<td>Mina</td>
<td>mosque</td>
</tr>
<tr>
<td>minaret</td>
<td>imam</td>
<td>caliphs</td>
<td>Abu Bakr</td>
</tr>
<tr>
<td>Fatima</td>
<td>Sunnis</td>
<td>Shi'ites</td>
<td>Sufi</td>
</tr>
<tr>
<td>Arabic</td>
<td>revelations</td>
<td>Allah</td>
<td>Ashura Festival</td>
</tr>
<tr>
<td>Ayatollah</td>
<td>Hadith</td>
<td>Shahada</td>
<td>tithe</td>
</tr>
<tr>
<td>Last Judgement</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Hinduism

<table>
<thead>
<tr>
<th>Term</th>
<th>Term</th>
<th>Term</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hinduism</td>
<td>samsara</td>
<td>moksha</td>
<td>Brahman</td>
</tr>
<tr>
<td>Brahma</td>
<td>Vishnu</td>
<td>Siva</td>
<td>yoga</td>
</tr>
<tr>
<td>Ganesh</td>
<td>Durga</td>
<td>Hanuman</td>
<td>shudras</td>
</tr>
<tr>
<td>Harappa</td>
<td>Mohenjo-Daro</td>
<td>Aryans</td>
<td>caste system</td>
</tr>
<tr>
<td>karma</td>
<td>dharma</td>
<td>Ramayana</td>
<td>Bhagavad-Gita</td>
</tr>
<tr>
<td>4 stages of life</td>
<td>ascetic</td>
<td>Big Veda</td>
<td>guru</td>
</tr>
<tr>
<td>reincarnation</td>
<td>ahimsa</td>
<td>Upanishads</td>
<td>sangha</td>
</tr>
<tr>
<td>sacred thread</td>
<td>cremation</td>
<td>Ganges River</td>
<td>immortal soul</td>
</tr>
<tr>
<td>Sanskrit</td>
<td>Himalayas</td>
<td>Indus River</td>
<td>Deccan Plateau</td>
</tr>
</tbody>
</table>

## Buddhism

<table>
<thead>
<tr>
<th>Term</th>
<th>Term</th>
<th>Term</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Noble Truths</td>
<td>8 Fold Path</td>
<td>5 Promises</td>
<td>7 beliefs</td>
</tr>
<tr>
<td>non-violent</td>
<td>enlightenment</td>
<td>Nirvana</td>
<td>Bodhisattva</td>
</tr>
<tr>
<td>Buddha</td>
<td>Zen Buddhism</td>
<td>middle path</td>
<td>monotheistic</td>
</tr>
<tr>
<td>stuppa</td>
<td>pagoda</td>
<td>Siddhartha Gautama</td>
<td></td>
</tr>
<tr>
<td>Bohdi tree</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## India

<table>
<thead>
<tr>
<th>Year</th>
<th>Term</th>
<th>Term</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>1947</td>
<td>Pakistan</td>
<td>Kashmir</td>
<td>hunger strike</td>
</tr>
<tr>
<td>Green Revolution</td>
<td>Jainism</td>
<td>Sikhs</td>
<td>dowry</td>
</tr>
<tr>
<td>Jawaharl Nehru</td>
<td>Indira Gandhi</td>
<td>East Indian Co.</td>
<td>democracy</td>
</tr>
<tr>
<td>Ghandi</td>
<td>sari</td>
<td>purdah</td>
<td>richshaw</td>
</tr>
<tr>
<td>Babur</td>
<td>Humayun</td>
<td>Rajputs</td>
<td>Mughal</td>
</tr>
<tr>
<td>Akbar</td>
<td>Jahangir</td>
<td>Shah Jahan</td>
<td>Taj Mahal</td>
</tr>
<tr>
<td>Aurangzeb</td>
<td>Ashoka</td>
<td>Gupta</td>
<td>Ajunta Caves</td>
</tr>
<tr>
<td>Varanasi</td>
<td>pilgrimage</td>
<td>Lord Mountbatten</td>
<td>Mahatma</td>
</tr>
<tr>
<td>Bappo</td>
<td>charka</td>
<td>dhoti</td>
<td>ghat</td>
</tr>
</tbody>
</table>
I. DOCUMENT IDENTIFICATION

Title: 1998 Fulbright-Hays Seminars Abroad program

Author(s): Seminar participants each authored curriculum-related project

Corporate Source (if appropriate): Federally-funded program by the U.S. Department of Education

II. REPRODUCTION RELEASE

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, Resources in Education (RIE), are usually made available to users in microfiche and paper copy (or microfiche only) and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce the identified document, please CHECK ONE of the options and sign the release below.

- Microfiche (4" x 6" film) and paper copy (8½" x 11") reproduction

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

[PERSONAL NAME OR ORGANIZATION AS APPROPRIATE]

INDIVIDUAL AUTHORS

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

- Microfiche (4" x 6" film) reproduction only

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY

HAS BEEN GRANTED BY

[PERSONAL NAME OR ORGANIZATION AS APPROPRIATE]

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed in both microfiche and paper copy.

Signature: ___________________________ Printed Name: Rosalie Gendimenico

Organization: U.S. Department of Education

International Ed. & Graduate Programs Service

Position: Education Program Specialist

Address: 600 Independence Ave., S.W.

Washington, D.C. Zip Code: 20202-5332

Tel. No.: ___________________________ Date: October 30, 1998

III. DOCUMENT AVAILABILITY INFORMATION (Non-ERIC Source)

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents which cannot be made available through EDRS.)

Publisher/Distributor: ___________________________

Address: _______________________________________

Price Per Copy: __________________________ Quantity Price: ____________________

IV. REFERRAL TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________