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ABSTRACT

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)

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Independent Curriculum Project

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

by

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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

- * *Windows to the World: India* , ISBN 1-56345-299-5.
- * *Religions of the World: Hinduism* , Holt, Rineholt and Winston , 1989.

Books

- * *Indian Society*, S.C. Dube, ISBN 81-237-1031-3.
- * *India -The Land and the People: Our Parliament*, Subhash C. Kashyap, ISBN 81-237-0147-0.
- * *Waiting For the Mahatma*, R.K. Narayan, Indian Thought Publication, Mysore, 1993.
- * *Durga, Namah Shivaya, Hanuman, Ganesh, and Shiva* , (Five small booklets) Dreamland Publications, 4425 Nai Sarak, Delhi 110-006, 1997.

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

Islam	moslim	Mohammed	Ishmael
Mt. Hira	Gabrielle	Ka'aba	Mecca
Koran	Hegira	Medina	Jahad
5 Pillars of Faith	salat	mihrab	prayer rug
zakat	Ramadan	Little Bairam	Lesser Pilgrimage
haji	Mount of Mercy	Mina	mosque
minaret	imam	caliphs	Abu Bakr
Fatima	Sunnis	Shi'ites	Sufi
Arabic	revelations	Allah	Ashura Festival
Ayatollah	Hadith	Shahada	tithe
Last Judgement			

Hinduism

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

Buddhism

4 Noble Truths	8 Fold Path	5 Promises	7 beliefs
non-violent	enlightenment	Nirvana	Bodhisattva
Buddha	Zen Buddhism	middle path	monotheistic
stupa	pagoda	Siddhartha Gautama	
Bohdi tree			

India

1947	Pakistan	Kashmir	hunger strike
Green Revolution	Jainism	Sikhs	dowry
Jawaharal Nehru	Indira Gandhi	East Indian Co.	democracy
Ghandi	sari	purdah	richshaw
Babur	Humayun	Rajputs	Mughal
Akbar	Jahangir	Shah Jahan	Taj Mahal
Aurangzeb	Ashoka	Gupta	Ajunta Caves
Varanasi	pilgrimage	Lord Mountbatten	Mahatma
Bappo	charka	dhoti	ghat



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