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Lesson Plan: *India: Gateway to Globalization*
Fulbright-Hays Study Tour of India, July 2022.

Scope:

This two day lesson was designed as an introduction to globalization in a Current Global Issues course, but it could also be used to introduce modern India in a World History course as an introduction to studying historic India. Religions in India are used as a way to introduce the diversity of modern India and the process of globalization (see attached PowerPoint) but the instructor can customize this by swapping out religion for another aspect of Indian culture that illustrates the process of globalization such as food, clothing or film- there are many choices here! There is an extended project/presentations on globalization that the instructor can choose to do after the general introduction to globalization. Included is one student-generated PowerPoint that was presented to the class.

Essential Questions:

- What is globalization?
- What processes have facilitated globalization?
- In what ways does India represent a microhistory of globalization?
- What are elements of Indian culture that have become part of global culture?
- To what extent has globalization benefited global culture?

Student Will Be Able To

Describe the historical origins of globalization.

Assess the impact that globalization has had on global culture.

Explain how the history of India and its religious diversity reflects the processes of globalization.

Reassess their understanding of modern India by examining various religious communities

Use technology to become adept at researching and presenting their findings on globalization through a presentation on selected topics.

Compare the impact of globalization on ethnic communities throughout the world by listening to their peers present.

Class/Teacher Resources:

Power Point “India: Gateway to Globalization” which contains images of religious buildings in India (Hindu Temple, Mosque, Churches, Bahai Temple, Sikh Temple) OR a similar PowerPoint customized by the instructor.

“Burning Books and Destroying People: How the World Became Divided Between ‘Rich’ and ‘Poor’ Countries” by Bob Peterson in the book *Rethinking Globalization* (2001.) This article can be used as a review of what students learned in World History about colonialism. The instructor may want to consider that the source reflects an anti-globalization bias and share with students that not everyone shares the views on colonialism expressed by the author.

The Story of India, BBC documentary series (2007) featuring Michael Wood. This documentary series provides the viewer with a sweeping overview of India's history. It can be used by the instructor as a primer of Indian history or selected episodes/scenes can be used in the classroom.

Idea of India book by Sunil Khilnani (1999.) This book acquaints the reader with the immense diversity of modern India with particular emphasis on the development of the modern post-colonial nation-state.

Procedures:

1. Display the PowerPoint on the LCD projector. (Alternatively, the instructor could use the idea of the PowerPoint to print out various images of religious buildings in India and create stations for students to examine the documents hands-on.
2. Pre-assess. Ask students to write the first words that come to mind when they think of India. Share these words on the board. Compare their impressions and ask individual students to elaborate on their choice of words describing India.
One or more students will likely point out that Hinduism is the major religion of India. Emphasize that it is common for people to view India as a "majority Hindu state" but that this view is incomplete.
3. Globalization: An introduction. Consider presenting slides two and three in the attached PowerPoint ("It's a Small World" Disney song and quote by Thomas Friedman in *The World Is Flat* (1999) and discuss the questions in the slides so that students have a basic understanding of the concept of globalization.
4. Divide the class into seven groups. Assign each group ONE of the religious buildings in the PowerPoint slide numbers 12-18. Give them about ten minutes to briefly research each religious building and answer the following questions which are in slide 11:
 - Short overview of the religion. What are 2-3 main beliefs?
 - History of the religious community and their place of worship. When and why did they come to India? When was their place of worship constructed?
 - How does this religious community and/or the building reflect the process of globalization? Cultural mixing?
5. Each group will briefly present the religious building they were assigned with the image up on the LCD board for the class to view. The instructor can add additional insight, as needed.
6. Project slide 19 on the screen and ask students to look closely at the map of religions in India. Consider having them come up to the board to highlight which areas of India the religion they researched can be found. Introduce the assessment questions.
7. **Assessment:** Ask students to respond to one or both of the following questions on loose leaf paper and to back up their response with evidence from the slide show and class discussion.
 - In what ways did the slide show of religions in India challenge your understanding of what you thought India was like?

- How do the diverse religious traditions of India reflect the process of globalization?

8. **Extended Assessment:** Have students select topics to research and explore globalization throughout the world. Some may choose topics related to India not in the PowerPoint. Assigning one group to research and present on diasporic South Asians living within the United States would be especially useful and fulfill the new Asian and Pacific Islander standard passed in New Jersey. See the next page for a sample project description and rubric.

Lesson Standards

- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.
- 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).
- 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).
- 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).
- 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
 - 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.
- 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.
 - 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

Note: *The instructor could also choose to support this lesson with ELA standards.*

(Sample project description/rubric follow on the two next pages and may be adapted, as needed)

Current Global Issues

Introducing Globalization

Over the next few classes we will spend some time exploring the concept of Globalization by completing a background reading to refresh what you learned in World History and examining how the spread and existence of multiple world religions in India is a regional example of Globalization. Then, you will select one global topic to research and design a creative presentation on which you deliver in class.

Essential Questions:

- What is globalization?
- What developments or processes have facilitated globalization?
- What forces have limited or challenged globalization?
- How does globalization affect our lives? The lives of people in other countries?

Globalization Presentations:

You will be tasked with developing a short presentation on ONE topic related to globalization and delivering your presentation to the class. This will be graded using the attached rubric (50 points.) Your presentation will include the following:

- 3-5 PowerPoint or Prezi Slides. I will present a model.
- Let images be the star of the show here. Include captions but NO paragraphs! You may create and use notecards.
- Address the following:
 - Introduce your topic, person or group. Provide a brief description and/or historic background.
 - How does your selected topic illustrate the process of globalization? Give clear examples from around the globe in the form of pictures, maps and/or graphs.
 - Discuss ONE positive and/or ONE negative effect of globalization that your topic highlights.
 - Include a short video clip (no longer than 3 minutes) that supports your presentation. See me if you need help finding one that is appropriate.
 - Works Cited. Please clearly list where you pulled the information/images from on a final slide.
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Possible Topics:

Foods: Chili Pepper; Indian curry; sushi, kimchi tacos

K-Pop; hip hop music

Fashion Trends or Fast Fashion

Sports- soccer, cricket, baseball, basketball

Global Ethnic Minorities- Quechua culture, Pygmy People, Uighur, Aboriginal People, Rwandan women, Maya People of Central America,

Multinational Corporations: Coca Cola OR McDonald's OR another fast food company

Indian Culture: Yoga, chakras and/or alternative medicine; food; various religions

Martial Arts- karate, tai chi, capoeira

Language- English, Chinese

Global Diasporic Communities: South Asians in the USA; North Africans/Middle Easterners in Europe; Chinese or Japanese in Latin America

**Current Global Issues
Globalization Presentation Rubric**

Name:

Category	Scoring Criteria
<p>A. Presentation Skills (5-10 points)</p> <p>Ability to present topic in an engaging and memorable manner.</p>	<p>5 Presented well, but the student may be reading from note cards without command of the subject. Limited eye-contact and inflection in voice.</p> <p>7 Student presents the topic with command with use of notes. Student makes good eye contact and shows enthusiasm.</p> <p>10 Exceptionally well-presented with limited use of notes. Strong command of the subject that draws in the audience.</p>
<p>B. Historic Content/Background to piece (5-15 Points)</p> <p>Inclusion of historically rich and culturally appropriate details and facts to support the presentation</p>	<p>5 Historic background and description inaccurate and/or incomplete</p> <p>8 Historic background and description of the topic are provided, but may be specious.</p> <p>12 Strong historic background and description of the topic are provided.</p> <p>15 Very strong historic background and description of the topic are provided in an engaging and memorable manner.</p>
<p>C. Connections to Globalization (5-15 Points)</p> <p>Explains how the selected topic connects to and illustrates globalization</p>	<p>5 Little to no connections to globalization provided</p> <p>8 Connection to globalization, but may be weak or specious.</p> <p>12 Strong connection to globalization with supporting examples.</p> <p>15 Exceptionally strong connections to globalization with superior supporting examples</p>
<p>D. Images and Pictures/Presentation Format (5-10 Points)</p> <p>Assemble a thoughtful presentation with attention to format and detail.</p>	<p>5 Images included but may be inaccurate, inappropriate and/or poorly integrated into slide show. Works cited incomplete or missing.</p> <p>7 Appropriate pictures/images to support the presentation, but may not be clearly visible. Includes works cited, but may be some errors.</p> <p>10 Thoughtfully selected pictures/images that are clearly visible to support the presentation. Includes clear works cited.</p>

Score: _____/50 points