

E1 Complimentary Teacher's Lesson Plan

Lesson 1 - Modern India: Water Resources Management (Introduction)	
Objectives	<p>Students will:</p> <ul style="list-style-type: none"> • Generate and share their knowledge of India. • Discuss possible challenges the country will face in the future. • Search the web for relevant information.
Resources / Materials	<ul style="list-style-type: none"> • Computers with internet access. • TV and DVD-player • Documentary: <i>Drowned Out</i> (Scenes 1 & 2)
Lesson length	90 minutes
Activities / Procedures	<p><u>Pre-viewing (brainstorm & webquest)</u></p> <p>Brainstorm on India, its history, religion and climate</p> <p>Reading comprehension</p> <ol style="list-style-type: none"> 5. Why was India called “the jewel in the Crown”? 6. Why do you think India has an advantage over China in attracting jobs from the USA and Europe? 7. “While Europe is trying to achieve the 35-hour week, India is inventing the 35-hour day”. Comment and discuss. 8. “Only the 'lucky' few work as virtual slaves, giving India's industries a competitive edge in the global economy.” Comment. 9. What are the potential challenges India will have to face in the 21st century 10. What are the arguments for and against of building dams in India? 11. <i>Water belongs to the people and the earth. It is a community resource, common property. Common property cannot become state property.</i> Comment. <p>Webquest: Find the Narmada River on the map of India.</p> <ol style="list-style-type: none"> 1. Narmada is one of the sacred rivers of India. What powers is it believed to have? 2. Who is Ganesh? What does the ritual of immersing the statue of Ganesh in a river or sea symbolize? 3. Who are the indigenous people of India? How many are there left? 4. What is monsoon? What consequences does it have on India's water supplies? 5. Who was Nehru? What was his view of dams? 6. What is satyagraha? And who devised it originally?

	<p>7. What is caste in India?</p> <p>Documentary: <i>Drowned Out</i> (Scenes 1 & 2)</p> <p><u>While-viewing</u></p> <p>Study questions</p> <p>Scene 1:</p> <ol style="list-style-type: none"> 1. Who are Adivasis? 2. Describe the lives of Luharia and Bulgi Sonkaria, as well as the other villagers of Jalsindhi. 3. What is the significance of the Narmada River to Adivasis and Hindus? 4. According to the government, what are the benefits of the Sardar Sarovar dam? <p>Scene 2:</p> <ol style="list-style-type: none"> 1. Describe the situation in Kavetta resettlement site. 2. How many families have been resettled so far? 3. What would the consequences of the resettlement be for the Jalsindhi villagers?
Vocabulary	See page 29
Extension activities	Vocabulary in Use , see page 16

Lesson 2 - Modern India: Water Resources Management (Viewing <i>Drowned Out</i> and discussion)	
Objectives	<p>Students will:</p> <ul style="list-style-type: none"> • Learn about an ongoing water dispute in India. • Discuss pros and cons of dams.
Resources / Materials	<ul style="list-style-type: none"> • TV and DVD-player • Documentary: <i>Drowned out</i> (Scenes 3,4,5,6 &7)
Lesson length	90 minutes
Activities / Procedures	<p><u>While-viewing</u></p> <p>Scenes 3, 4 & 5:</p> <ol style="list-style-type: none"> 4. Who is Medha Patkar? What does she advocate for? 5. What role did the World Bank play in building of the Sardar Sarovar dam? 6. What is the NBA and how successful was it so far? 7. Compare the description of nature with the description of the city in <i>Drowned Out</i>. <p>Scenes 6 & 7</p> <ol style="list-style-type: none"> 8. How is the Sardar Sarovar dam presented in the government's promotional video? 9. What are the consequences of the Sardar Sarovar dam so far? And what will they be in the future? <p><u>Post-viewing</u></p> <p>Interpretation of the film</p> <ol style="list-style-type: none"> 1. Comment on Luharia's statement: "The rich are killing the poor. They say they are doing it for the progress of the people." 2. Comment on the government's promotional video "The End of Thirst". (scene 6) 3. Comment on the means (pictures, sound, characters, point of view) the film uses to convey its message? Give examples to support your point. <p>Discussion</p> <ol style="list-style-type: none"> 1. Debate the pros and cons of the Sardar Sarovar dam. 2. Is the film unbiased? Discuss.
Vocabulary	See page 29
Extension activities	<p>Vocabulary in Use</p> <p>See page 14 & 15</p>

Lesson 3 - Modern India: Water Resources Management (Listening / Reading Comprehension)	
Objectives	<p>Students will:</p> <ul style="list-style-type: none"> • Get a wider angle on the issues presented in <i>Drowned Out</i>. • Listen / read for the gist. • Discuss the relation between celebrities and politics.
Resources / Materials	<ul style="list-style-type: none"> • Computers with internet access and headphones. • Alternatively you can read the article online, or download it here. You will need Acrobat Reader to open the document.
Lesson length	90 minutes
Activities / Procedures	<p><u>Listening / Reading comprehension</u></p> <p>Study questions for the listening / reading comprehension</p> <ol style="list-style-type: none"> 1. What is Arundhati Roy's attitude to huge dams in India? 2. What does she think of the government's role in it? 3. How many people have been displaced because of the Sardar Sarovar dam? Why are there some problems with the accurate numbers? 4. According to Roy, how should water management in India be solved? 5. "It's not just that the dam is going up, but it's the failure of non-violence that bothers me." Comment. 6. Would Arundhati Roy be satisfied if compensations given to the displaced people were adequate? 7. "I'm not an actress or a football star that's endorsing a cause. I'm a player." Comment. 8. Has she got a romanticized notion of village life? Why? Or why not? <p>Discussion</p> <ol style="list-style-type: none"> 1. Discuss "Celebrities and Politics: A Strange Mix?" 2. Discuss the role of media in water debate.
Vocabulary	See page 29
Extension activities	<p>Suggested Writing</p> <p>Imagine that you are travelling in India, and you have recently been to the Narmada valley where you have talked to some of the dispossessed villagers. Write a blog* about your experiences there.</p> <p>*Blog – a web log, easy-to-use web site, where you can quickly post thoughts, interact with people, and more. To read more about blogs, click here: http://en.wikipedia.org/wiki/Blogs</p>

Lesson 4 - Modern India: Water Resources Management (Role play)	
Objectives	<p>Students will:</p> <ul style="list-style-type: none"> • Make role play to practice their oral skills as well as their understanding of the complexity of the situation in the Narmada Valley. • Assess the validity and strength of their arguments.
Resources / Materials	<ul style="list-style-type: none"> • Digital video camera (optional)
Lesson length	90 minutes
Activities / Procedures	<p><u>Role play</u></p> <p>Make a documentary on the Narmada Valley crisis. Divide the class into four groups:</p> <ul style="list-style-type: none"> • Adivasis • Indian authority • World Bank • The media <p>Imagine: "The media group" have been asked to make a short (20 min.) documentary on the situation in the Narmada Valley. It's 1992 and the World Bank has just decided to withdraw from the project. In groups you discuss and prepare your arguments to support your position. After 30 min. preparation you do the role play which you could videotape for further discussion in the class.</p> <p>Discussion</p> <p>Watch the video of your role play and discuss the validity and strength of your arguments. Who won the debate? Why?</p>
Vocabulary	
Extension activities	