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## Developing a Sense of Place Through India's Diversity: Using a Structured Discussion and Role-Play

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Developing a Sense of Place Through India's Diversity: Using a Structured Discussion and Role-Play

Kay Weller – UNI

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|---|--|--------------|
| Grade Level (Req.): 4th grade & up  | Content Area (Req.): World Geography, Human Geography, Sociology, Political Science, English                       | Unit (Opt.): |
| Connections to Other Disciplines (Opt.):<br>•<br>•<br>•   |  |              |
| Time Frame (Req.): 1 or 2 class periods   | Goal (Req.): To understand how diversity and one's own experiences can affect decision making.                     |              |
|   | Objective (Req.): Students will participate in a discussion and write a summative essay related to the discussion. |              |
| Materials Needed (Req.):<br>• Internet access?<br>•<br>•<br>•<br>•<br>•<br>•  | New Vocabulary (Opt.):<br>•<br>•<br>•<br>•<br>•  |              |
| Anticipatory Set/Introduction [Inquiry Question is required] (Req.): What are characteristics of India's diversity?   |  |              |
| <p>Instructional Sequence/Procedure (Req.):</p> <ol style="list-style-type: none"> <li>1. Prior to class time generate a series of questions relevant to an issue involving India's diversity. Put in PowerPoint but do not have all questions visible at the same time. Save one summary question to be used as the assessment.</li> <li>2. Decide on stakeholders that might be related to the issue and write on an index card. Such as Prime Minister, Parliamentarian representing _____, business person that might be related to the issue, person living near the issue, etc. etc. Generally I try to have enough stakeholders that each group is different but I have found that in large classes I have to adjust by making multiple groups of some stakeholders.</li> <li>3. Divide the class into small groups. This may depend upon the size of the class and the way the room is arranged. For example, at tables use the entire table, in an auditorium perhaps 4-5 students. The important thing is that they can easily communicate.</li> <li>4. Give each group a stakeholder card. Instruct them to discuss the question in their group from the perspective of the stakeholder for about 5-7 minutes. This sometimes depends on the question and how controversial it might be. For example, child labor could be a topic.</li> <li>5. Bring the group back together and call on the various stakeholders to give their groups perspective.</li> <li>6. For question 2, 3, 4, etc., have groups pass their stakeholder card to the group in a clockwise fashion. If possible have all groups role-play each stakeholder. I find this is the most effective but often not possible because of the size of the class and the groups.</li> </ol> |  |              |

- 7.
8. Topic A: The nuclear arms race in South Asia – Select stakeholders from the following depending upon how many groups you need. Include additional for very large classes or double the numbers of groups (two groups that are UN representative, for example: United Nations representative, United States Secretary of State, Prime Minister of Defense India, Minister of Defense Pakistan, Minister of Defense Bangladesh, person in India, person in Pakistan, Prime Minister of UK, Minister of Defense South Korea, Minister of Defense North Korea, Emperor of Japan, Head of State of China, Minister of Defense Thailand, Minister of Defense Vietnam.
9. Questions A: Are there nuclear weapons in South Asia? Who should determine whether or not nuclear weapons should be banned? Who should determine whether or not India and Pakistan (or others) are truly disarming? What should be the consequences of not disarming? Who should be responsible for nuclear arms inspections? Should nuclear weapons be banned in all of South Asia or just in certain countries (large group)?
10. Topic B: Air pollution and Condensed Natural Gas (CNG) – Stakeholders: Environmentalists, Member of India Parliament, Dr. Tewari Director of National Institute of Urban Planning, urban dweller, Delhi government official, taxi driver, auto manufacturer, auto rickshaw driver.
11. Questions B: Should government require all vehicles in India be converted to CNG? Should government require only public transport vehicles such as taxis and auto rickshaws be converted to CNG? Should only new vehicles be required to be CNG powered? Should other measures be taken to control air pollution? How will the government handle the numbers of unemployed if they are unable to afford converting public transport vehicles, taxis and auto rickshaws to CNG? How should national, state and local government share power over this environmental issue (large group)?
12. Topic C: Rural-urban migration – Stakeholders: City government official, Dr. Tewari Director of National Institute of Urban Planning, urban apartment dweller, urban home/apartment owner, Member of India Parliament, squatter, environmental protection officer, a hotel chain looking to put a large hotel in a central city location.
13. Questions C: What, if any, services should be supplied to tent (squatter) cities within the central city? Should inner city tent cities (squatters) be removed to outer edges of the metropolitan area? If squatters are removed what should government provide for those people? What are some ways other than removal that government can prepare squatters to improve their A lot in life? How should national, state, and local government share power over this issue (large group)?
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Formative Evaluation (Req.): Class Discussion

Assessment (Req.): Following the discussions it is well to have each student do a written essay based on the final question. This should be a summative question that challenges students to think about the issue using the various perspectives to generate their own opinion and defend it. Structured Discussion Topics and Questions for grade 13 students listed in the procedure above.

Iowa Core Curriculum Standards Used (Req.):

- Geography, grade 9-12: Understand the use of geographic tools to locate and analyze information about people, places, and environments.
- Geography, grade 9-12: Understand how physical and human characteristics create and define regions.

- Geography, grade 9-12: Understand how human factors and the distribution of resources affect the development of society and the movement of populations.
- Geography, grade 9-12: Understand how physical and human processes shape the Earth's surface and major ecosystems.
- Geography, grade 9-12: Understand how human actions modify the environment and how the environment affects humans.
- Geography, grade 9-12: Understand how culture affects the interaction of human populations through time and space.
- Geography, grade 9-12: Understand how cultural factors influence the design of human communities.
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Common Core Curriculum Standards Used (Opt.):

- Speaking and Listening, grade 6-12: Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on specific grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Writing Standards for Literacy in History/Social Studies, grade 6-12: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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NGS Standards Used (Req.):

- How to Use Maps and Other Geographic Representations, Tools, and Technologies to Acquire, Process, and Report Information From a Spatial Perspective
- How to Use Mental Maps to Organize Information About People, Places, and Environments in a Spatial Context
- How to Analyze the Spatial Organization of People, Places, and Environments on Earth's Surface
- The Physical and Human Characteristics of Places
- That People Create Regions to Interpret Earth's Complexity
- How Culture and Experience Influence People's Perceptions of Places and Regions
- The Physical Processes That Shape the Patterns of Earth's Surface
- The Characteristics and Spatial Distribution of Ecosystems on Earth's Surface
- The Characteristics, Distribution, and Migration of Human Population on Earth's Surface
- The Characteristics, Distribution, and Complexity of Earth's Cultural Mosaics
- The Patterns and Networks of Economic Interdependence on Earth's Surface
- The Processes, Patterns, and Functions of Human Settlement
- How the Forces of Cooperation and Conflict Among People Influence the Division and Control of Earth's Surface
- How Human Actions Modify the Physical Environment
- How Physical Systems Affect Human Systems
- The Changes That Occur in the Meaning, Use, Distribution, and Importance of Resources
- How to Apply Geography to Interpret the Past
- How to Apply Geography to Interpret the Present and Plan for the Future

Five Themes of Geography Used (Req.):

- Place

School District Standards and Benchmarks (Opt.):

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| <ul style="list-style-type: none"><li>• Human-Environmental Interaction</li><li>•</li><li>•</li><li>•</li></ul>                | <ul style="list-style-type: none"><li>•</li><li>•</li></ul> |
| 21 <sup>st</sup> Century Universal Constructs (Opt.): Critical Thinking, Collaboration   |   |
| Other Disciplinary Standards (Opt.): <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul> |   |
| Other Essential Information (Opt.):  |   |
| Other Resources (Opt.): <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>                        |   |