

Contributions of Asian Indians to North Carolina

“We came to better our lives, bringing the best of who we are, passing that on to our children and now, telling our story to our North Carolina neighbors.”

Overview

If students take away anything from [Remarkable Journey](#), it is hopefully the incredible ways the Indian community has contributed to the progress, growth, diversity and richness of the state of North Carolina. In this activity (best conducted after students have been exposed to multiple clips or the entire film,) students will consider all that they have learned about India and its people then create movie poster for [Remarkable Journey](#) that they think best highlights these themes.

Materials

- *Remarkable Journey* documentary, available for free K-12 use at <https://vimeo.com/237623028>; password: **remarkable**
- *Remarkable Journey* full documentary Discussion Guide (optional); available at the end of this Teaching Guide or by clicking [here](#).
- Poster board or cardstock and art supplies

Procedure

A Truly “Remarkable Journey”

1. Ask students to consider the various clips (or entirety of the film) that they have viewed from *Remarkable Journey* and discuss:
 - Why do you think this film is titled *Remarkable Journey* and what evidence and examples from the film can you cite to back up your thinking?
 - If you were to give this film an alternate title, what would it be and why?
 - After viewing this film, how would you describe Asian Indians and why?
 - What most struck you about Indian people based on what you’ve viewed?
 - If you could ask the creator of this film a question, what would you want to know?
 - Why do you think the creators of this film decided to make *Remarkable Journey*?
 - Why is it important to learn about and recognize the contributions of cultures other than your own?

Indian Contributions to North Carolina

2. Facilitate students to specifically begin considering all of the contributions Asian Indians have made to North Carolina that they have learned about, great and small. Set a timer for 2 minutes and have students write as many contributions they can think of down on a piece of notebook paper. Tell students to write as neatly as possible, since their words will be read by a classmate in a moment. When the timer buzzes, have students “snowball,” meaning they will ball their paper up, toss it into the center of the room, then quickly choose another ball of paper to unroll and read to the class. Teachers should compile a master list as

students read (placing check marks beside topics that are repeated) and ask follow up questions to highlight areas students may have missed.

3. Tell students you want them to continue focusing on the theme of Indian contributions to North Carolina and (if they have not viewed the entire film) play the clips below using the discussion questions provided to debrief. While discussing, continue adding to the compiled list of contributions.

- ***Investing in Self & Family through the Hospitality Industry | 16:33 -18:36***

- What contributions have Indians made to the service and hospitality industry? In what ways did the hotel industry provide a sensible business option for Indian immigrants?
- What does the phrase “**attiti devo pava**” mean (“your guest is God incarnate”) and how might this philosophy result in successful hospitality businesses?
- Vinay noted, “...if you’re able to find an investment where you can get everybody involved, in the hopes of getting everybody successful, you go for it. And that’s what hotels ended up being - and continue to be for this community.” Do you think this philosophy of investment is the same as a typical American philosophy of investment? Why or why not?

- ***Indian Impact on Business & Government in North Carolina | 43:07 – 46:21***

- The narrator notes that “Transplanted from India, these newcomers brought their memories, culture, and enterprise to the fertile soil of North Carolina.” What examples of this have been provided throughout this film and in this segment?
- What specific industries in North Carolina have Indians made a large impact in? How did they specifically help to grow our state’s biotech industry?
 - Josh Stein notes that “About a quarter of all doctors in North Carolina are of Indian descent, which is really amazing. A third of all hotels are owned by Indians. They’re in IT, they’re in biotech, so they really have deep roots in our economy.”
- How does Chandon Kumar characterize America? (“Here, chances are a lot higher, and America is the land of opportunity.”) How would you describe his work ethic? (“I worked 16-18 hours a day – and I’m still doing it, I love it. It was hard when I came in the beginning - I didn’t know the language, I didn’t know the culture. It took me a lot to be where I am.”)
- Why do you think members of the Indian community developed an interest in running for government offices? (Discuss Subahash’s comment, “...we needed to contribute, we needed to be part of the democracy...)
- What similarities does Steve Rao say are common between Indian Americans and Americans? (“...the core values that I have as an Indian American are American values: hard work, determination, persistence, being judged by the content of your character.”)

Create a Movie Poster for Remarkable Journey

4. As a culminating activity, tell students to imagine they have been hired by Video Dialog, Inc., the creator of *Remarkable Journey*, to design a movie poster that highlights the aspects of the film addressing the vast and rich contributions of Asian Indians. The poster must include:
 - Pictures, artwork, symbols, and other visually appealing images that will capture the viewer’s attention and that represent the contributions of Asian Indians in some way

- A quote from the film, or a general quote that addresses the contributions of Asian Indians
 - Color, creativity and a focus on the contributions of Asian Indians to North Carolina
5. Once students have completed their posters, display them around the classroom and give the class time to circulate in a gallery walk and view all of the finished products. Use the students' work in each poster as a means of reviewing the key concepts from the film.