



**Teaching Guide for**  
***Remarkable Journey: Founding the Asian Indian Community in North Carolina***  
**A Documentary & Education Film Project by [Video Dialog, Inc.](#)**

*“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

*Remarkable Journey: Founding the Asian Indian Community in North Carolina* is a documentary that illustrates the history, culture, lives, and contributions of Indian-Americans in North Carolina. The film explores the 'pioneer' generation of Indian immigrants to North Carolina who helped the expansion of science and business in our region, as they met the challenge of passing the "essence of India" on to their children. With Indian music, dance, food, meditation, yoga, spiritualism, and natural, Ayurvedic medicine all having a growing impact on the West, *Remarkable Journey* offers a lively portrait of one of the world's great cultures - now our neighbors across North Carolina.

Unique in that it offers not only a global but a very relevant state perspective on Asian Indians, *Remarkable Journey* is an excellent way to engage 6<sup>th</sup> – 9<sup>th</sup> grade students in a broad range of issues and topics, including immigration, Asian Indian history, the religious and cultural diversity of India, cultural exchange and acceptance, Asian Indian contributions to North Carolina, and more.

The activities contained in this guide have been developed so that teachers can implement as much or as little as their time allows. Each lesson contains multiple activities (the topic/theme of which are highlighted in grey headings throughout this guide) that can be done individually or in totality, can be combined in any way the teacher chooses, and can be taught in any order. Each lesson references specific clips of the film for teachers who do not have the class time for viewing the entire 54 minute documentary.

## Teacher Preparation

Immigration can be a controversial issue; it is thus important to set clear and firm expectations about respectful communication and tolerance in the classroom before discussing this topic. See Carolina K-12's [Database of K-12 Resources](#) for classroom management and character education activities that help establish a community where controversial topics can be safely addressed.

It is also important to be sensitive to the fact that students who are immigrants themselves will likely be part of your class demographics. Additionally, it is important to address that while much of America is comprised of immigrants or people with ancestors who immigrated to America at some point during history (a key element for students to understand so that they can focus on our connections and commonalities), there are other important groups of people who do not fit in this category, such as Native Americans (or American Indians) and descendants of enslaved people.

## Table of Contents

<b>Alignment to the NC Standard Course of Study.....</b>	<b>p. 1-2</b>
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***Immigration: Misconceptions, Reasons and Experiences.....p. 2-17***

Throughout history, people around the world have immigrated to America for a multitude of reasons, many with hopes of accessing the American Dream of freedom, prosperity, and promise. And throughout history, immigrants have faced varying types of reception, from open arms to animosity. In this lesson, students will consider immigration in general as well as through the specific lens of the Asian Indian immigrant experience by viewing clips from [Remarkable Journey](#). Students will explore their own immigrant ancestry as they consider the concept of America as a “Nation of Immigrants,” as well as the varying reasons for immigration throughout history, the experiences of immigrants, their relationship to the American Dream, and the misconceptions that often frame immigration in our society. As a culminating artistic activity, students will create an updated Statue of Liberty - a new design that addresses immigration, America as a “Nation of Immigrants,” the concept of the “American Dream,” and the related concepts addressed throughout the lesson.

Activities/themes included:

- Introduction to Immigration
- “A Nation of Immigrants”
- Immigration: Fact v/s Fiction
- Reasons for Immigration and Experiences of Immigration
- The Cultural Challenges of Immigration
- Welcome, Acceptance and Access to the American Dream
- A New Design for the American Dream

***Exploring India’s Culture & Diversity .....p. 18-46***

India is one of the most diverse lands found anywhere in the world with 29 states, each with their own unique languages, traditions, and religions. In this lesson, students will familiarize themselves with some basic facts about India that highlight its diversity. Students will then view excerpts from (or the entirety of) [Remarkable Journey](#) and utilize the film’s information as a jumping off point to learn about various aspects of Indian culture (food, music, film, clothing, dance, and religion.) Yet, despite such diversity, Asian Indian immigrants to North Carolina, fellow strangers in a strange land, often rely on their shared roots to build new and unified communities. Students will discuss this concept then use their discoveries to create a mural that exemplifies the theme: “India: Unity in Diversity.” Activities/themes included:

- Basic Overview of India
- Exploring the Diversity of Indian Culture
- Exploring India’s Diversity Student Teaching Activity
- India: Unity in Diversity
- Unity in Diversity Mural

***Exploring the Religions of Asian Indians.....p. 47-52***

India is a diverse land of religions and spirituality. It is not only the birthplace of Hinduism, Buddhism, Jainism, and Sikhism, but numerous other faiths are practiced there, including Islam, Christianity, Judaism, Zoroastrianism, and others. Through viewing clips from [Remarkable Journey](#) and completing the following activities, students will explore the various religions with connections to India, as well as the way Asian Indians have integrated their diverse religions into communities across North Carolina. As a culminating activity, students will delve further into one particular religion mentioned during class by creating a scrapbook of that religion. Activities/themes included:

- India: Birth Place to Four of the World’s Major Religions
- Other Religions Practiced & Welcomed in India
- Indians Maintain Religious Practices & Build Faith Communities in North Carolina
- Religion Scrapbook Assignment

***Contributions of Asian Indian Immigrants to North Carolina*.....p. 53-55**

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. Activities/themes included:

- A Truly “Remarkable Journey”
- Indian Contributions to North Carolina
- Create a Movie Poster for Remarkable Journey

**Discussion Guide (Segments by Topic/Theme and Corresponding Discussion Questions).....p. 56-63**

**Contact Information**



For additional information about the film, visit <http://remarkable-journey.com/>.  
To contact the production team at Video Dialog, go to <http://www.videodialog.com/>.



For questions about the Teaching Guide, contact Christie Norris at Carolina K-12: [cnorris@unc.edu](mailto:cnorris@unc.edu) | [www.CarolinaK12.org](http://www.CarolinaK12.org)

*Special thanks to Elizabeth Lowry, Surry County Schools and Kathleen Peck, Brunswick County Schools, for their assistance in creating this Teaching Guide.*



## Alignment to NC Standard Course of Study

Remarkable Journey is unique in that it offers a global perspective on the history and cultural diversity of India, while focusing on the experience of Asian Indian immigrants and their contributions to the state of North Carolina. The various activities included in this guide can thus be utilized and modified for grades 6-9.

### Essential Standards for 6<sup>th</sup> Grade Social Studies

- **6.G.1.1** Explain how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions (e.g., location near rivers and natural barriers, trading practices and spread of culture).
- **6.G.1.3** Compare distinguishing characteristics of various world regions
- **6.G.2.1** Use maps, charts, graphs, geographic data and available technology tools to draw conclusions about the emergence, expansion and decline of civilizations, societies and regions
- **6.C.1.1** Analyze how cultural expressions reflected the values of civilizations, societies and regions (e.g., oral traditions, art, dance, music, literature, and architecture).
- **6.C.1.2** Explain how religion transformed various societies, civilizations and regions (e.g., beliefs, practices and spread of Buddhism, Christianity, Confucianism, Hinduism, Islam and Judaism).

### Essential Standards for 7<sup>th</sup> Grade Social Studies

- **7.H.2.1** Analyze the effects of social, economic, military and political conflict among nations, regions, and groups
- **7.G.1.2** Explain how demographic trends (e.g. population growth and decline, push/pull factors and urbanization) lead to conflict, negotiation, and compromise in modern societies and regions.
- **7.G.1.3** Explain how natural disasters (e.g. flooding, earthquakes, monsoons and tsunamis), preservation efforts and human modification of the environment (e.g. recycling, planting trees, deforestation, pollution, irrigation systems and climate change) affect modern societies and regions.
- **7.G.2.2** Use maps, charts, graphs, geographic data and available technology tools (i.e. GPS and GIS software) to interpret and draw conclusions about social, economic, and environmental issues in modern societies and regions.
- **7.C.1.1** Explain how culture unites and divides modern societies and regions (e.g. enslavement of various peoples, caste system, religious conflict and Social Darwinism).
- **7.C.1.2** Explain how cultural expressions (e.g. art, literature, architecture and music) influence modern society.

### Essential Standards for 8<sup>th</sup> Grade Social Studies

- **8.H.3.1** Explain how migration and immigration contributed to the development of North Carolina and the United States from colonization to contemporary times
- **8.H.3.3** Explain how individuals and groups have influenced economic, political and social change in North Carolina and the United States

- **8.G.1.1** Explain how location and place have presented opportunities and challenges for the movement of people, goods, and ideas in North Carolina and the United States.
- **8.G.1.3** Explain how human and environmental interaction affected quality of life and settlement patterns in North Carolina and the United States
- **8.C&G.1.1** Summarize democratic ideals expressed in local, state, and national government
- **8.C.1.1** Explain how influences from Africa, Europe, and the Americas impacted North Carolina and the United States (e.g. Columbian Exchange, slavery and the decline of the American Indian populations).  
**8.C.1.2** Summarize the origin of beliefs, practices, and traditions that represent various groups within North Carolina and the United States (e.g. Moravians, Scots-Irish, Highland Scots, Latinos, Hmong, Africans, and American Indians)
- **8.C.1.3** Summarize the contributions of particular groups to the development of North Carolina and the United States (e.g. women, religious groups, and ethnic sectors such as American Indians, African Americans, and European immigrants).

#### **Essential Standards for World History**

- **WH.H.1.2** Use Historical Comprehension to: 3. Analyze data in historical maps. 4. Analyze visual, literary and musical sources.
- **WH.H.8.4** Analyze scientific, technological and medical innovations of postwar decades in terms of their impact on systems of production, global trade and standards of living
- **WH.H.8.6** Explain how liberal democracy, private enterprise and human rights movements have reshaped political, economic and social life in Africa, Asia, Latin America, Europe, the Soviet Union and the United States

## Immigration: Misconceptions, Reasons and Experiences

*"The story of my father – the story of other immigrants – is the American story." Steve Rao*

### Overview

Throughout history, people around the world have immigrated to America for a multitude of reasons, many with hopes of accessing the American Dream of freedom, prosperity, and promise. For this reason, America is often characterized by some as a "Nation of Immigrants." And throughout history, immigrants past and present have faced varying types of reception, from open arms to animosity. In this lesson, students will consider immigration in general as well as through the specific lens of the Asian Indian immigrant experience by viewing clips from [Remarkable Journey](#). Students will explore their own immigrant ancestry as they consider the concept of America as a "Nation of Immigrants," as well as the varying reasons for immigration throughout history, the varied experiences of immigrants, their relationship to the American Dream, and the misconceptions that often frame immigration in our society. As a culminating artistic activity, students will create an updated Statue of Liberty - a new design that addresses immigration, America as a "Nation of Immigrants," the concept of the "American Dream," and the related concepts addressed throughout the lesson.

**\*\*Teachers are encouraged to modify the activities and sections throughout this plan, and each section (shaded in gray) is written so that it can be done alone or in conjunction with any and/or all of the other sections.**

### Materials

- *Remarkable Journey* documentary, available for free K-12 use at <https://vimeo.com/237623028>; password: **remarkable**
- Accompanying PowerPoint (Slides 2-12), available at <http://k12database.unc.edu/files/2017/11/RemarkableJourneyPPT.pdf>
  - To view this PDF as a projectable presentation, save the file, click "View" in the top menu bar of the file, and select "Full Screen Mode"
  - To request an editable PPT version of this presentation, send a request to [CarolinaK12@unc.edu](mailto:CarolinaK12@unc.edu) with the PPT title in the email subject line.
- Chart paper and markers
- Reasons for Immigrating & Experiences of Immigration, worksheet attached
- American Dream quotes, attached
- A New Design for the American Dream, assignment sheet attached

### Procedure

#### Introduction to Immigration

1. As a warm-up, write the word immigration on the board or chart paper and ask students what comes to mind when they consider this word. Note student responses and ensure the class understands a common definition, such as "the action of coming to live permanently in a foreign country."

2. Next, ask students to partner up for a “Think-Pair-Share” in which they consider and discuss the history of immigration in this country and the reasons people have come to this country throughout history. Provide pairs with 3-4 minutes to brainstorm and jot down thoughts then discuss with their partner: “Why have people immigrated to the United States throughout history?” Afterwards, bring the class together for a whole group discussion in which students share their insights.

### “A Nation of Immigrants”

3. Layer into the discussion the quote by Dr. Henry Louis Gates, Jr. on [slide 2](#) of the accompanying PPT: “If you scratch an American family, sooner or later, you’ll find an immigrant ancestor.” Discuss:
    - What message is Dr. Gates conveying?
    - America is described by some as a “nation of immigrants.” Does anyone know when this phrase originated? What does this phrase mean and how does it connect to the quote by Dr. Gates?
      - Discuss with students that Senator John Kennedy wrote a book in 1958 titled “A Nation of Immigrants,” in which he argued that “every American who ever lived, with the exception of one group, was either an immigrant himself or a descendant of immigrants.”
      - Point out to students that while much of America is comprised of immigrants or people with ancestors who immigrated to America at some point during history, there are other important groups of people who do not fit in this category, such as Native Americans (or American Indians), descendants of enslaved people who were brought to this country by force, and victims of [forced migration](#).
  4. Encourage students to consider their personal connections to immigration, pointing out that some of them may be recent immigrants themselves, or may have a parent or grandparent that they know to be an immigrant. Again point out that unless they are American Indian, each student is the descendent of immigrants. (Again, note consideration for slavery and forced migration.) Provide time for student volunteers to share anything they know about their family’s story when coming to America (i.e., from what country did they originate, why and how did they come to America, etc.) As students share, teachers should try to project [maps](#) and highlight the various countries of origin.
- **Optional extension activity:** Have students research their family’s arrival to the U.S. by filling in a family tree of as many generations as possible, noting the names and birthplaces of themselves, their parents, grandparents, etc., until they find a person who was born in another country. (For American Indian students, they should focus on sharing their ancestors’ migration story, and teachers should be sensitive to students whose ancestry involves people coming to America by force rather than by choice.) As a class, plot all of the names and birthplaces students discover on a world map posted in the classroom and reflect back on the concept of America as a “Nation of Immigrants.” After viewing [Remarkable Journey](#), have students compare and contrast their family’s story of arrival with each other’s, as well as the stories of the Asian Indians in the documentary.
- *Teacher note: Tracing personal family history can be a sensitive subject for some students and their families. Teachers should consider their class population before utilizing this optional extension, exercising sensitivity regarding students who are adopted, in foster care, or who may desire to keep their immigration story private.*



5. Ask students to consider, given that most of us in America have ancestors or immediate family who originated in another country, or themselves were born in another country, why immigration seems to be (and has been throughout history) a fairly controversial issue. Allow students to share their thoughts and then project slide 3 of the accompanying PPT to layer into the discussion, which shares Susan Martin's argument that the United States historically has favored immigration more consistently than it has immigrants. (Source: <http://www.nytimes.com/2011/05/09/books/a-nation-of-immigrants-susan-f-martins-book.html>) Discuss:
- What do you think Susan Martin means? Do you agree or disagree and why?
  - She goes on to argue that modern society has "a tendency to say that our ancestors were the good immigrants, but there are problems with the contemporary ones." Do you think this is a fair description of how immigration is viewed today? Why or why not?
6. Point out to students that another issue that makes immigration controversial is misconceptions and a lack of understanding the facts. Tell students that you want to give them a chance to answer some questions regarding immigration. Teachers can either have students respond to the statements physically by walking to the side of the room labeled with the word that represents their answer ("True" or "False"), or teachers can instruct students to remain seated and simply hold up a corresponding right or left hand noting their answer. Tell students to move or hold up their hand silently as you read aloud (and/or project using slides 4-10 of the accompanying PPT) each statement below. Encourage students to follow their own thoughts and opinions rather than answering in accordance with their friends. Once students have responded, provide the factual information related to each statement below and utilize the information as a jumping off point for further discussion as time permits.
- **Most immigrants are here illegally.**
    - False.
    - While it is true that there are more immigrants living in the U.S. than ever before, the *percentage* of immigrants in the overall population is not much different than many other times throughout our history. Today, immigrants make up approximately 13% of the total U.S. population. From 1900 to 1930, immigrants made up between 12% and 15% of the population, and similar spikes occurred in the 1850s and 1880s. During those periods immigrants successfully became part of American society, helping to build the thriving and diverse country we have now, and there is no reason to believe today's immigrants will be any different. More than sixty percent of immigrants in the United States today have lived here for at least 15 years, and a large majority of immigrants have lawful status. Undocumented immigrants make up about 3.5 percent of the nation's total population.
  - **8 percent of North Carolina's total population is foreign-born.**
    - True.
    - In 2017, nearly 1 in 12 North Carolina residents is an immigrant, while 1 in 15 is a native-born U.S. citizen with at least one immigrant parent.
  - **Immigrants take jobs away from US citizens.**
    - False.
    - Though some people claim that immigrants are taking job opportunities away from people born in the U.S., immigrants actually help to create new jobs. In addition to buying American and local



products, which helps create jobs, immigrants often start their own businesses. In fact, immigrants are twice as likely to start businesses as citizens born in the U.S., and companies owned by immigrants are more likely to hire employees than companies owned by native-born citizens. States with large numbers of immigrants report lower unemployment for everyone. High-skilled immigrants, especially in technology and science, who have come in larger numbers in recent years, had a significant “positive impact” on Americans with skills, and also on working-class Americans. They spurred innovation, helping to create jobs.

- **Immigrants don’t pay taxes.**
  - False.
  - Immigrants collectively pay between \$90 and \$140 billion each year in taxes, and a recent study found that undocumented immigrants alone paid more than \$11.8 billion in taxes in 2012. Everyone pays sales taxes on goods they purchase and property taxes on the homes they buy or rent, and more than half of all undocumented immigrant households file income tax returns using Individual Tax Identification Numbers. In North Carolina alone, immigrants have contributed billions of dollars in taxes. Immigrant-led households in the state paid \$3.6 billion in federal taxes and \$1.5 billion in state and local taxes in 2014. Undocumented immigrants in North Carolina paid an estimated \$277.4 million in state and local taxes in 2014. Their contribution would rise to \$370.8 million if they could receive legal status.
- **In North Carolina, immigrants are more educated than natives to North Carolina.**
  - True. (But only very slightly!)
  - 29.6% of immigrants to North Carolina have a college degree, whereas 29.4% of American-born citizens have a college education. Indian Americans in particular are among the most highly educated racial or ethnic groups in the U.S. 70% of Indian Americans aged 25 and older had college degrees in 2010, 2.5 times the rate among the overall U.S. population.
- **Immigrants are helping American society through their innovations in careers such as technology and medicine.**
  - True.
  - High-skilled immigrants in fields from the medical profession to technology have many positive impacts on America, from long-run economic growth to providing innovative solutions to diseases and technological breakthroughs. Did you know, for instance, that about a quarter of all doctors in North Carolina are of Indian descent? Additionally, immigrant entrepreneurs in North Carolina generate over a billion dollars in business revenue. 55,867 immigrant business owners accounted for 11.7 percent of all self-employed North Carolina residents in 2015 and generated \$1 billion in business income. In 2015, immigrants accounted for 14.9 percent of business owners in the Raleigh/Carey metropolitan area and 11.8 percent in the Charlotte/Gastonia/Concord metro area.
- **The second largest group of immigrants in North Carolina come from India.**
  - True.
  - 7.6 percent of North Carolina immigrants are from India. The top country of origin is Mexico (30.6 percent of immigrants). Other countries of origin include Honduras (4.6 percent), El Salvador (3.6 percent), and Guatemala (3.3 percent).
- **I am myself an immigrant and/or I have ancestors/family members who are immigrants.**
  - For most classrooms, this will be true for the majority of students and it will provide an important visual for students as they continue to explore the concept of immigration.

- For any students who most to the “False” side, discuss why this is the case (i.e., they are American Indian, perhaps they know that they descend from people who were enslaved, or they consider themselves by another term, such as a “refugee” rather than an “immigrant.”)
- Share with students that on average, only 2% (as of the 2014 census) of America’s population is made up of indigenous people. Outside of this small percentage, the remainder of Americans originated from other countries. (Source: <https://www.census.gov/newsroom/facts-for-features/2015/cb15-ff22.html>)

Sources:

- <https://www.nytimes.com/2016/09/22/us/immigrants-arent-taking-americans-jobs-new-study-finds.html>
- <https://www.adl.org/education/resources/fact-sheets/myths-and-facts-about-immigrants-and-immigration>
- <http://www.washingtonpost.com/wp-dyn/content/article/2010/04/30/AR2010043001106.html>
- <https://www.americanimmigrationcouncil.org/research/immigrants-north-carolina>
- <http://www.pewresearch.org/fact-tank/2014/09/30/5-facts-about-indian-americans/>

7. Discuss:

- Despite the fact that only 2% of our country can claim to be indigenous to this land (meaning, non-immigrants and non-immigrant ancestry), why do you think some people view immigration and immigrants negatively?
- Why do you think so many misconceptions about immigration and immigrants exist?
- What impact might such misconceptions have on the way people view immigration, and the immigration debate in general?

8. Let students know that they will be exploring immigration further in class by watching the documentary [Remarkable Journey](#), which explores the 'pioneer' generation of Asian Indian immigrants to North Carolina, as the world's oldest and largest democracies met here in the midst of the Civil Rights movement and beyond. These energetic newcomers helped expand science and business in our region, as they met the challenge of passing the "essence of India" on to their children. Today, Indian-Americans are among the most successful communities in America, with a culture built on a fierce commitment to education, family, community and entrepreneurship that has greatly impacted the state of North Carolina.

### Reasons for Immigration and Experiences of Immigration

9. Provide the attached worksheet, “Reasons for Immigrating & Experiences of Immigration.”

10. Tell students that you are going to play the first **3 minutes and 25 seconds** of [Remarkable Journey](#) for them and that you want them to begin filling in the right-hand column of their worksheet with any information they learn and/or infer regarding reasons for or experiences in immigrating to the US. After the brief clip, discuss:

- What are some of the reasons for immigration and experiences in immigrating that you noted?
- What cultural differences are noted between North Carolina and India in this segment?
- Given these differences, what do you imagine it would have been like for these Asian Indians to take such a “leap of faith” on immigrating to North Carolina?
- Steve Rao notes, “The story of my father – the story of other immigrants – is the American story.” What do you think he means? How does his quote connect to you personally?

11. Tell students they are going to further explore these concepts through additional film clips about the Indian immigration experience in particular, as well as through the words of immigrants to the US from all over the world. Direct students to the website <https://myimmigrationstory.com>, a site that hosts short stories of immigrants from all over the world to the US in their own words. (Teachers may want to encourage students to find stories from the same countries where their own ancestors originated if they know this information.) Integrated with these general accounts of immigration, students will continue to examine Asian Indian immigrants in particular by viewing additional clips from *Remarkable Journey*. (The clips' start and end times are noted on the worksheet.) While examining these written and visual/auditory sources, students will fill out the attached worksheet, noting all of the reasons for immigration that they learn about, as well as the various challenges and difficulties immigrants face.
- **Teacher Note:** If multiple laptops with earbuds are available for viewing the film clips and accessing the [My Immigration Story website](#), students can work in partners and read directly from the site. Otherwise, teachers will need to play the clips for the class as a whole and print out the various stories they want students to read.
12. After students have completed their investigation, allow them to report out on their findings and discuss the similarities between the immigrants they read about and the Indian immigrants they heard from via the film clips. Further, ask students to infer additional similarities they think their own immigrant ancestors would have experienced (or did experience for those who are immigrants themselves or have an immediate family member who is an immigrant.)
13. Further discuss and debrief each of the film clips:
- ***Reasons for Immigration | 5:40 – 8:10***
    - What types of people were emigrating to America from India and why were they interested in coming to this country? (Discuss that “Indian immigration to the United States had begun early in the 20th century, but the 1960's saw a new wave of talented and ambitious Indians – many educated in medicine, technology, and the sciences, leaving behind severe unemployment at home, for the opportunity to pursue their careers elsewhere.”)
    - What risks were immigrants such as Fasih, Pravin and Arvind, as well as their entire families, taking by coming to the United States? (i.e., Arvind's father mortgaged the family's house) Why do you think they were willing to take such large gambles on the promise of America? Why do you think your own ancestors and/or immediate family members took this risk/gamble?
    - What was the **Immigration and Nationality Act of 1965** and how did it “open the doors” for immigrants such as those we met from India and others (perhaps even people in your own family?)
    - What types of skills did Indian professionals offer that were needed throughout North Carolina? (i.e., engineers, scientists, doctors & medical research, textile engineers, etc.) How might our state have been negatively impacted without these contributions from Asian Indians?
  - ***America's Opportunity | 13:02 – 15:00***
    - Dr. Man Mohan Sawhney discusses how it was a “magical experience” to move from a **caste-oriented society** in India to a **class-oriented society** in the United States. What is the difference in these two forms of societies? What did America offer that India did not, and why do you think he

characterized this as “magical?” (Discuss how in India it had not been easy to change careers. America offered a new kind of freedom and opportunity.)

- How do you think Subhash Gumber and his wife Kawaljit Pasricha feel about America and why? Why do you think they become emotional when discussing their immigration to the US?
- Subhash and Kawaljit are living examples of what it looks like to follow your dreams. He stated, “And here, you can change all your life and change is good, change is considered good.” Is following your dreams always easy? Explain. What might you be risking in doing so?
- Consider the quote by Jawaharal Nehru (the first Prime Minister of India and a central figure in Indian politics before and after independence), “Life is like a game of cards. The hand you are dealt is determinism; the way you play it is free will.” What message is he trying to convey? How does this message apply to many of the Asian Indian immigrants you’ve met in Remarkable Journey?

- **History of India & How it Propelled Immigration | 15:02 – 16:33**

- What impact did colonization have on India? How did India’s 1947 achievement of independence impact daily life and work?
- Why did this propel many people to choose to start businesses in the US?

### The Cultural Challenges of Immigration

**14.** It is likely that many of the experiences of immigration that students have noted on their worksheet center around various challenges and difficulties. Ask students to discuss why they think this is the case. Tell students that they are going to watch another clip from [Remarkable Journey](#) that addresses the cultural challenges experienced by Indians immigrating to North Carolina. Ask students to think about the experience of Indian immigrants and what in their mind they think would be most difficult or daunting about this move. Also ask them to again consider their own ancestors in this regard. After viewing the clip, allow students to debrief then further discuss:

- **Cultural Challenges | 7:18 – 11:35**

- Naïter Chopra arrived in the US in the 1970s, when the effects of Jim Crow were still evident throughout North Carolina and many schools were still segregated. In what way does he, and other Asian Indian educators, make a positive impact on North Carolina education during this time?
- Does it surprise you to hear that Johnston County, NC had a billboard that said “The KKK Welcomes You to Johnston County?” How do you think this sign impacted the community (black, white and immigrants, including Asian Indians?)
  - The billboard promoting the KKK stood on U.S. 70 near Smithfield. It was constructed in 1967 and remained for all who drove by for 10 years, until it was dismantled in March 26, 1977.)
- In what ways does Tejpal Dhillon feel the impact of prejudice and racism?
- According to Usha (the teaching artist) and Santosh (the accountant), why were North Carolinians initially uncomfortable around Indians? Why do you think humans often times fear what looks or seems different to them?
  - Discuss some of the physical aspects of Indian culture that may be unfamiliar or misunderstood, such as the [bindi](#), [sari](#), and [turban](#).)

- Despite not always feeling welcomed, in what ways did Indian immigrants persevere and contribute to North Carolina?
  - Discuss former Governor Pat McCrory's statement: "These immigrants came with talent that our country desperately needed. The way the future power plants were built in the Carolinas – the nuclear and fossil power plants - were mainly designed by the incredible engineering talent coming from India to Charlotte and the Carolinas."
- Consider renowned chemist Mansukh Wani, who serves as just one example of the incredible contributions by immigrants to North Carolina and America. If he had allowed the unwelcoming attitudes many Indians encountered to force him to return to India, how would our country have suffered without him?
- In what ways and why does the perception of Asian Indians begin to change? What does Ajantha Subramanian mean when she says "this was not the old South – this was the **New South**"? Do you think this holds true today in regards to how immigrants are viewed? Explain.

**15.** Teachers might want to layer into this conversation a discussion of various waves of anti-immigrant sentiment and hate crimes and allow students to deconstruct what leads to such intolerance and violence. For instance, according to the News & Observer article [‘Remarkable Journey’ of Indian Americans in North Carolina](#) (see the "A Time of Violence" section):

- Since the start of 2017, a number of people of Indian descent have been attacked and even killed in racially motivated violence across the U.S. Two Indian men were shot – one fatally – in an Olathe, Kan., bar in February, which the FBI is investigating as a hate crime; a Sikh man was shot in the arm and told "go back to your own country" as he stood in his own suburban Seattle driveway in early March; also in early March in Port St. Lucie, Fla., a man who wanted to "run the Arabs out of our country" pushed a dumpster against the door of an Indian-owned convenience store and set the contents of the dumpster on fire.

### Welcome, Acceptance and Access to the "American Dream"

- 16.** Next, in groups of 4, provide each student a piece of chart paper and a marker per student. In the middle of the paper, students should write the phrase "American Dream." Tell students that they will have around 3 minutes to silently write everything down that they can think of that comes to mind when considering this phrase. Let students know they can write words or phrases, or even draw symbols and pictures. They should again be encouraged to consider their own immigrant ancestors and what the American Dream may have meant to them.
- 17.** While students are working, provide each group with one of the attached quotes related to the concept of the American Dream. After their initial 3-4 minutes of writing is up, tell them to read the quote together and discuss the author's definition or understanding of the American Dream. As they discuss, students should add additional thoughts to their chart paper.
- 18.** Ask students to pause and tell them you are going to play one more 1 ½ minute clip for them, and while they consider what they see and hear, ask them to continue thinking about what the phrase "American Dream" means and to continue adding to their chart paper brainstorm. After the clip, utilize the discussion questions below to debrief.

- **Welcome and Acceptance / 11:36 – 13:01**

- With textiles providing a common thread between India and North Carolina, what do Harshad, Jay, and Mrs. Rao experience from North Carolinians?
- How can finding commonalities between yourself and other cultures help promote a welcoming and accepting spirit, instead of animosity and intolerance?
- Mrs. Rao commented, “These are the folks who took me [into] their arms, they took me [into] their homes... they are my folks. Even I dressed different, even I talked different, but they never made me like I am a different person.” How does hearing this make you feel?
- Consider your own connection to immigration again (whether you yourself are an immigrant, or you have an ancestor who was an immigrant, etc.) Would you have wanted your ancestor to experience what you viewed in this clip, or have had the experiences that we saw in the previous clip and why?
- What is the American Dream?
  - Ask a group to hold up their chart paper brainstorm and share a summary of their thoughts. Ask each additional group to note any additional components from their brainstorm not yet shared.
- How does the level of acceptance exhibited in the clip we just viewed fit into your concept of America and the American Dream? Are there any parallels between what you viewed and the quote your group discussed? Explain. (Ask a member of each group to read their quote aloud as they explain.)

19. Project an image of the Statue of Liberty (i.e., [slide 11](#) of the accompanying PPT) to layer into the discussion, again telling students to continue writing or sketching as they hear the various ideas posed by classmates:

- What do you see? What is this?
- What is the purpose of the Statue of Liberty? When and why was it built?
  - Discuss with students that the full name of the monument is the “Statue of Liberty Enlightening the World.” It was a gift of friendship from the people of France, dedicated in 1886, and is generally revered as a universal symbol of freedom and democracy. The statue is located on Liberty Island in New York City, adjacent to Ellis Island, New York City.
- Do you think the Statue is still a symbol of freedom and democracy today? Why or why not?
- What do you know about Ellis Island?
  - Discuss that Ellis Island opened on January 1, 1892, and became the nation's premier federal immigration station. In operation until 1954, the station processed over 12 million immigrant steamship passengers. As immigrants throughout history arrived at Ellis Island from around the world, the Statue was often one of their first glimpses of the United States, announcing that their journey to the “land of the free” has finally come to an end. Millions of America's population can now trace their ancestry through Ellis Island.
- Do any of you know whether or not your immigrant ancestors arrived at Ellis Island? What do you think the Statue meant to the immigrants in your family, or immigrants in general? What meaning do you think it has to immigrants today, such as those we’ve met in the clips from *Remarkable Journey*?
- Why do you think the Statue is a woman?



- Though it's hard to see in the picture, there are chains at the feet of the statue, designed as if to appear that the Statue has broken or escaped these chains. What might this symbolize? How could you connect this specifically to Asian Indian immigrants?
- What do you think the torch symbolizes? What about the tablet in her other hand? What might the crown symbolize? Why do you think there are seven spikes on the crown? Why do you think the seven seas and continents are represented in the statue?
  - Explain to students that The Statue of Liberty portrays a woman escaping the chains of tyranny, which lie at her feet. Held aloft in her right hand is a flaming torch, representing liberty. Her left hand grasps a tablet on which is inscribed in roman numerals, the date the United States declared its independence, "July 4, 1776." She wears flowing robes, and the seven rays of her spiked crown that jets out into the sky symbolize the seven seas and continents.

**20.** Explain to students that there is also a poem engraved at the Statue of Liberty by Emma Lazzurus. Ask a student volunteer to read the poem out loud (available via [slide 12](#) of the accompanying PPT) and discuss as a class:

- What message is the poet trying to convey?
- Who is the statue welcoming according to the poem and why?
- Is this message still valid in America today? Why or why not? If not, what changed and why, in your opinion? If yes, what evidence can you note that proves it is still a valid message here in America?
- How does the concept of the American Dream connect to Lazzurus's poem and the Statue of Liberty?
- What values are implicit in the concept of an "American Dream?" (i.e. justice, liberty, fairness, democracy, equality, hard work, opportunity for all, etc.)
- What role do stereotypes and myths regarding immigrants, such as those we discussed earlier, play regarding immigrants' access to the American Dream?
- What positive impacts do you think immigrants – from those in your own family lineage to the Asian Indian immigrants you met in the film – have on North Carolina and the nation as they go after the American Dream?

### A New Design for the American Dream

**21.** As a culminating activity, students will create a new or updated Statue of Liberty – meaning, a design that addresses immigration, the concepts of America as a "Nation of Immigrants" and the "American Dream," and the related topics discussed in class. Provide students with the attached assignment sheet (which teachers should edit to suit their own learning outcomes) and go over the requirements in detail. The assignment is currently written so that students focus on immigration in general. Teachers can edit the assignment, however, to have students specifically design something more specific, such as a monument that addresses Asian Indian immigration in North Carolina, or they can have students create designs for various immigrant groups (i.e., teachers could provide a list of the top countries of origin for North Carolina immigrants, with students researching an assigned group and tailoring their design to that particular group, or they could tailor the design for their own immigrant ancestors – i.e., what do you wish could have greeted them?) While the assignment currently calls for students to design their work on paper, teachers might also choose to have students turn in 3-D and/or multimedia projects instead.



22. On the day final projects are due, have students display their work around the room and conduct a gallery walk. Students should browse all of the designs while taking notes. (This can be as simple as filling out a chart with two columns: “What I liked” and “What I learned”.) Teachers can also split the class in half, with half of the artists standing in front of their work and discussing it with students as they visit, then switching so that the other half of the class discusses their work while students visit.

Name: \_\_\_\_\_

## Reasons for Immigrating & Difficulties Experienced



1. Read 3-4 accounts from “My Immigration Story” at [myimmigrationstory.com](http://myimmigrationstory.com), which will share the story of US immigrants from all over the world in their own words. Fill out the left-hand column of the chart below with the various reasons for immigration and experiences of immigrating that you learn about.
2. Watch the following three clips from Remarkable Journey and fill out the right-hand side of the chart with what you learn about the Asian Indian immigration experience in particular:

**Reasons for Immigration - 5:40 to 8:10** | **America’s Opportunity - 13:02 to 15:00** | **History of India & How it Propelled Immigration - 15:02 to 16:33**

Reasons for Immigration My Immigration Story - <a href="http://myimmigrationstory.com">myimmigrationstory.com</a>	Reasons for Immigration <i>Remarkable Journey</i>
Experiences of Immigrating My Immigration Story - <a href="http://myimmigrationstory.com">myimmigrationstory.com</a>	Experiences of Immigrating <i>Remarkable Journey</i>

## American Dream Quotes

The story of my father – the story of other immigrants – is the American story. 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.

~Steve Rao, *Remarkable Journey*

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I look forward confidently to the day when all who work for a living will be one with no thought to their separateness as Negroes, Jews, Italians or any other distinctions. This will be the day when we bring into full realization the American dream -- a dream yet unfulfilled. A dream of equality of opportunity, of privilege and property widely distributed; a dream of a land where men will not take necessities from the many to give luxuries to the few; a dream of a land where men will not argue that the color of a man's skin determines

~Dr. Martin Luther King, Jr.

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We believe that what matters most is not narrow appeals masquerading as values, but the shared values that show the true face of America; not narrow values that divide us, but the shared values that unite us: family, faith, hard work, opportunity and responsibility for all, so that every child, every adult, every parent, every worker in America has an equal shot at living up to their God-given potential. That is the American dream and the American value.

~Senator John Kerry

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America is the sum of our dreams. And what binds us together, what makes us one American family, is that we stand up and fight for each other's dreams, that we reaffirm that fundamental belief - I am my brother's keeper, I am my sister's keeper - through our politics, our policies, and in our daily lives.

~President Barack Obama

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Being an American is so much more than just having citizenship. It's that beat in your heart to be free, to be your own man, to have control over your own destiny. America has always been an idea. It has nothing to do with papers, documents, or immigration laws. It has a lot to do with ideals and dreams.

~Paul Cuadros

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The American Dream is "that dream of a land in which life should be better and richer and fuller for everyone, with opportunity for each according to ability or achievement. It is a difficult dream for the European upper classes to interpret adequately, and too many of us ourselves have grown weary and mistrustful of it. It is not a dream of motor cars and high wages merely, but a dream of social order in which each man and each woman shall be able to attain to the fullest stature of which they are innately capable, and be recognized by others for what they are, regardless of the fortuitous circumstances of birth or position."

~James Truslow Adams, *The Epic of America*, 1931.

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Name: \_\_\_\_\_

## A New Design for the American Dream



The “**Statue of Liberty Enlightening the World**” was dedicated in 1886, and is generally revered as a universal symbol of freedom and democracy. It was strategically placed in the New York harbor, adjacent to Ellis Island where over 12 million immigrant steamship passengers arrived. As immigrants throughout history arrived at Ellis Island from around the world, the Statue was often one of their first glimpses of the United States, announcing that their journey to the “land of the free” was complete and their American Dream was closer to becoming reality.

Considering that the Statue of Liberty was dedicated in 1886, and considering all of the historical developments in immigration since then, your challenge is to create a **new design that addresses immigration, the concepts of America as a “Nation of Immigrants” and the “American Dream,” as well as the related concepts we have discussed in class.** Your design can be in any format you choose (i.e., a statue, a monument, a plaque, etc.) and can be located anywhere in America you think it would be best positioned. Your design can be designed with any particular group of immigrants in mind (for instance, you might design something to be placed in North Carolina that honors the contributions of Asian Indians to the state) or can be thematically general.

1. Brainstorm ideas for your design and consider:
  - What is most important for people to know about immigration and the American Dream?
  - What do you think people should know about immigrants (in general, or a particular group of immigrants, such as Asian Indians, in particular)? For instance, your design could focus on contributions, challenges faced, misconceptions, obstacles overcome, etc.
2. You may use any creative medium you choose for your design. The monument can be literal or abstract, simple or complex. Examples may include (but are NOT limited to):
  - art work
  - mural(s)
  - statues
  - plaques, written descriptions, quotes, or other text displayed in some way
  - structures or buildings
  - symbolic or abstract shapes
  - inclusion of music or voice over’s (i.e. you push a button and narration plays)
  - performance art that takes place live at the monument on a particular schedule,
  - a television screen that plays a particular performance clip or narration
  - PICTURE YOUR OWN CREATIVE IDEAS HERE!
3. Once you have thought through your idea, you will create a detailed sketch of your final design that shows what it will look like when finished and installed in its final location. Your sketch can contain labels, in which you point to certain aspects of the drawing and use text to describe additional details that may not be clear in the visual.
4. You must also turn in a paragraph in which you provide an overview of your design, an “artist’s statement”. Describe what it represents as well as explain why you made the design choices you made. You will share your work with classmates on the due date.

**DUE DATE:** \_\_\_\_\_

*"India is a garden of all kind of flowers, and they know how to live with each other." Afroz Taj*

### Overview

India is one of the most diverse lands found anywhere in the world with 29 states, each with their own unique languages, traditions, and religions. In this lesson, students will familiarize themselves with some basic facts about India that highlight its diversity. Students will then view excerpts from (or the entirety of) [Remarkable Journey](#) and utilize the film's information as a jumping off point to learn about various aspects of Indian culture (food, music, film, clothing, dance, and religion.) Yet, despite such diversity, Asian Indian immigrants to North Carolina, fellow strangers in a strange land, often rely on their shared roots to build new and unified communities. Students will discuss this concept then use their discoveries to create a mural that exemplifies the theme: "India: Unity in Diversity."

**\*\*Teachers are encouraged to modify the activities and sections throughout this plan, and each section (shaded in gray) is written so that it can be done alone or in conjunction with any and/or all of the other sections.**

### Materials

- *Remarkable Journey* documentary, available for free K-12 use at <https://vimeo.com/237623028>; password: **remarkable**
- Accompanying PowerPoint (Slides 13-21), available at <http://k12database.unc.edu/files/2017/11/RemarkableJourneyPPT.pdf>
  - To view this PDF as a projectable presentation, save the file, click "View" in the top menu bar of the file, and select "Full Screen Mode"
  - To request an editable PPT version of this presentation, send a request to [CarolinaK12@unc.edu](mailto:CarolinaK12@unc.edu) with the PPT title in the email subject line.
- *Remarkable Journey* full documentary Discussion Guide (optional); available at the end of this Teaching Guide or by clicking [here](#).
- Corresponding worksheets on Religion, Mehendi, Music, and Food
- Exploring India's Diversity, worksheet attached
- Readings about India's culture, attached (Food; Religion; Language; Dance; Film; Music; and Clothing/Fashion)
- "Indian identity is forged in diversity. Every one of us is in a minority," article attached
  - This article is most appropriate for high school students.
- Mural art supplies, such as butcher paper, chart or poster paper, art supplies (markers, paint, glue, etc.)
- Optional: "India Needs The Right System To Protect Its 'Unity In Diversity'" op-ed, attached
  - This article is most appropriate for high school students.

### Procedure

#### Warm Up: Unity in Diversity

1. As a warm up, project [slide 13](#) of the accompanying PPT and ask students silently think about the quote and jot down thoughts regarding what they think it means: "[The] key to India's success is its diversity. Our

diversity is the core that makes us so unique.” - Indian President Ram Nath Kovind (2017). After students have had a few minutes to consider the question, discuss:

- What message is the President conveying?
- What is diversity? What kind of diversity do you think President Kovind is talking about? (Encourage students to consider diversity in terms of religious, political, cultural, etc.)
- How can diversity be the key to a country’s success?
- Why do you think India’s diversity makes it so unique?

### Basic Overview/Review of India

2. Ask students to call out any facts they already know about India then inform them that you want to share some background information with them about India, since they are going to be viewing a documentary (or clips from a documentary) called [Remarkable Journey](#), which is about Asian Indian immigrants. Project [slide 14](#) of the PPT, which displays a map of India. Have students review the map for a few minutes and then pose the following questions:
  - What is the capital of India? *New Delhi*
  - How many states does India have? *29 states and 7 union territories. The Central & state governments share power, similar to the United States*
  - According to this map, which area of India has the most states or union territories? *North East India*
  - What can you learn, if anything, about India’s history or culture from looking at this map? *(Teachers may want to note that the country of Bangladesh is sandwiched between various Indian states.)*
3. Move to [slide 15](#) of the PowerPoint, which displays a map of India’s location in Asia and India’s size relative to the United States. Give students a minute to review the maps and then discuss
  - Is India the largest country by area in Asia? Which countries are larger? *No, Russia is the largest. India is the 3<sup>rd</sup> largest in Asia and the 7<sup>th</sup> largest in the world.*
  - In terms of area, how much larger is the United States than India? *The US is 3x larger.*
  - Judging by population, which do you think is larger, the United States or India? *As of October 2017, India is the second largest country by population with 1.2 billion people. The US is the third largest country with 326 million+. For the latest population statistics, visit <https://www.census.gov/popclock/>*
  - Looking at the map, how might India’s location in Asia impacted its history? *Possible answers include: it’s location between China, the Middle East, & Europe made an important trading crossroads; it’s location in the India Ocean makes it an important place for trade from Africa & Europe.*
4. Move to [slide 16](#), which shows a map of India’s geography and a map of its population density. Discuss:
  - What physical features (rivers, mountains, plains, etc.) can you identify?
  - In your own words, describe the geography of India.
  - What major rivers in India can you identify? *Ganges, Narmada, Indus, Godavari, Krishna*
  - What mountain range borders India? *The Himalayas.*
  - Using information obtained from the map, what do you think Eastern & Western Ghats refers to? *Ghats refer to two converging mountain ranges in south-eastern India, running along the eastern and western seaboard of the country. (Source: [Wikipedia](#))*



- What can you tell about India's climate from the geographical map? *Possible answers include: Probably tropical because much of India is below the Tropic of Cancer; areas that fall in the Himalayas could be very cold due to elevation; the area in the Thar Desert could be very arid. For more on climate, go to: [https://upload.wikimedia.org/wikipedia/commons/8/88/India\\_climatic\\_zone\\_map\\_en.svg](https://upload.wikimedia.org/wikipedia/commons/8/88/India_climatic_zone_map_en.svg)*
  - What state has the highest population density in India? *Bihar (1102 people per Sq.Km.)*
  - What state has the lowest population density? Why might this be the case? *Arunachal Pradesh (17 people per Sq.Km). It's located in the Himalayas.*
  - Compare the two maps. What geographic area is the most densely populated? The least? *Ganges Plain is the most densely populated. The Himalayas and the Thar Desert are the least.*
5. After viewing all of the maps, ask students:
- In what ways do you think all of these factors contribute to India's diversity? How might the size, location, and diverse geography of India impact its diverse culture?
6. Move to slide 17, which depicts the Indian flag. Ask students to brainstorm what the colors and symbols mean. After a minute, ask students to share their responses and then show them slide 18, which explains what the colors and symbols mean.
7. OPTIONAL: Depending on students' prior knowledge, teachers may want to provide some additional basic facts about India, such as those provided on slide 19.

### Exploring the Diversity of Indian Culture

8. At this point, teachers can have students watch several clips from [Remarkable Journey](#) (the most relevant clips regarding the theme of diversity are noted below) or teachers can have students watch the entire film and use the attached viewing guide for start and stop points for discussion. If choosing to view the entire film at once, it is recommended that teachers also choose from the provided discussion questions, based on their own classroom goals, and create a notes sheet for students to fill out while viewing.
- ***Creating Community in North Carolina Despite Great Diversity in India | 18:37 – 20:40***
    - Although Indians, as the narrator states, “came from the world's largest and most diverse democracy – a land of 29 states, each with their own unique languages, traditions, and religions,” what leads them to form a strong knit community of support and trust in North Carolina? What are the various aspects of the diverse Indian culture that binds this people together? How do the humorous anecdotes that Parul Shah and Garry Gobind Bhojwani share illustrate this?
    - Moni Sawhney notes, “The fathers of the Indian freedom movement, Gandhi, and Nehru, and Patel...the theme was that ‘we’re all Indians.’ I think without our knowing, we began to come closer to the dreams of the founding fathers of India. We did become ‘Indians.’” Why do you think this is the case? (Have students consider the size of the United States and how we still identify with each other as “American” despite great differences and connect this to how Indians also have aspects of shared culture and customs despite great diversity.)

### Additional clips for viewing:

**\*\*Teachers with limited time, whose classrooms have access to laptops and earbuds, may also choose to have students view certain clips independently (i.e., the clips that directly address their assigned topic in the culminating activity described below.) See the attached Discussion Guide (also available [here](#)) for detailed discussion question options for each segment.**

- ***The Four Major Faiths of India | 20:41 – 24:19***
  - See the worksheet on page \_\_\_\_ for use with this clip.
- ***Other Religions Welcomed in India | 24:20 – 25:19***
- ***Indians Maintain Their Religious Practices & Build Faith Communities in North Carolina | 25:20 – 29:50***
- ***Festivals | 29:51 – 30:57***
- ***Spiritual & Healing Practices - Yoga, Chanting, Meditation, & Ayurveda | 30:58 – 35:10***
- ***Art | 35:11 – 37:25***
  - See the worksheet on page 25 for use with this clip.
  - Allow students to further explore Indian art by discussing [mehendi](#) and its purpose in marriage/festival adornments; the worksheet allows students to then do their own design.
  - Teachers with access to supplies such as rice, colored sand, flower petals, etc. might also consider having students create their own [Rangoli](#). (Teachers can allow students to freely design, or assign a theme, such as “Unity in Diversity.”)
- ***Music and Dance | 37:27-41:14***
  - See the worksheet on page 26 for use with this clip.
  - Teachers can discuss [music/dance](#) as a way of bringing together a community, both in India as well as how these concepts translate into life in North Carolina. Teachers should share (or have students research) information on traditional Indian instruments (sitar, tabla, etc.) along with instruments that are familiar to Western music (violin.) In each box, students can note a few facts and sketch the instrument.
  - Ideally, while working on this sheet, the teacher will play samples of the musical instruments.
  - For an additional source on Indian culture and information on all of the instruments featured on the worksheet go to <https://www.milapfest.com/instruments-india/>
- ***Food | 41:15 – 43:06***
  - See the worksheet on page 27 for use with this clip.
  - Focus on food as a way of maintaining memories and have students utilize the sheet to illustrate their food memory with a written explanation.
- ***“Culture from Both Sides” – Indian AND American | 51:22 – 56:27***

### OPTIONAL: Exploring India’s Diversity Student Teaching Activity

9. After viewing the clips and discussing as a class, tell students that they will be focusing a little bit more on one particular aspect of India’s rich and diverse culture in a group activity. (Teachers who do not have class time to devote to this group study can simply provide a brief overview in lecture format.) Divide students

into 7 groups and provide each student with the attached “Exploring India’s Diversity” handout and each group with one of the attached handouts dealing with a different aspect of India’s culture:

- Food
- Religion
- Language
- Dance
- Film
- Music
- Clothing/Fashion

10. Provide groups time to read the handout and work together to complete the questions and deliberate the five most important/interesting facts. After the allotted time, each group should report out to the remainder of class, teaching everyone else about their assigned topic. All students should fill in the appropriate portion of the chart on the “Exploring India’s Diversity” worksheet. As students share, pose questions to address any aspects of each topic overlooked or needing clarification.

11. Once all groups have presented, discuss:

- India’s culture is one of the oldest in the world and it’s impossible to learn about every aspect of it in one class. What’s one aspect of India’s culture you would like to know more about and why? Is there anything you are confused about and/or have additional questions about?
- What did you find most interesting about India’s culture? How would you describe India overall and why?
- After learning about India’s culture, what do you think it would be like to travel there?
- In what ways are the US and India similar? In what ways are they different? Given this, what do you imagine would be most of an adjustment for Indian immigrants to North Carolina?
- Given the great diversity of India, in what ways do shared cultural aspects unify Indians?

### India: Unity in Diversity

12. Project the quote by Afroz Taj on slide 20 of the accompanying PPT for students to discuss: “India is a garden of all kind of flowers, and they know how to live with each other.” Ask students to compare this message to the quote by Indian President Ram Nath Kovind the lesson opened with: “[The] key to India’s success is its diversity. Our diversity is the core that makes us so unique.” To ensure students understand this concept, teachers can refer to the attached article “Indian identity is forged in diversity. Every one of us is in a minority,” by former UN undersecretary general Shashi Tharoor. Depending on the competency level of students, students can either be provided the article as a handout to read and discuss individually or in partners, or teachers can summarize the concepts discussed for students and then discuss using questions such as:

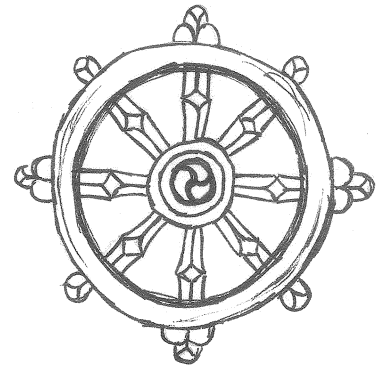
- What was unique about Prime Minister Deve Gowda’s Independence Day address? What message was he sending in his choice of language? Could you imagine an US president doing the same? Why or why not?
- What is pluralism and how was the President affirming this concept with his choice?

- What does the author mean when she writes, “the simple fact is that we are all minorities in India?” How might this idea make it easier for Indians to find commonalities and connections, and feel united as Indians, despite people’s many cultural differences?
- What does the idea “nationalism of India has always been the nationalism of an idea” mean? How is the nationalism of the United States similar?
- What does the author ultimately believe unites Indians, despite great diversity?
- Can you think of any motto of the United States’ that connects to this concept?
  - Allow students to weigh in and then project [slide 21](#) which contains the phrase *E Pluribus Unum*. See if any student can translate its meaning (Out of Many, One), and discuss what this means. Allow students to debate whether or not they think the US has realized this motto or not.
- How is the US motto similar to the idea of “Unity in Diversity?”

### The Diversity and Unity of India Mural

- 13.** As a culminating activity, instruct each group that to synthesize their exploration of the diversity of India, as well as the shared cultural aspects that unify Indians, each of their groups will work together to plan, design, and create a mural that visually represents their topic. Go over the general instructions provided in Step V on the attached worksheet, adding in any specific steps for completion needed for your classroom’s competency level. A few considerations:
- Teachers can have students design for the same topic they read about, or can mix it up and have groups now focus on a different topic that they learned about from their classmates.
  - Ideally teachers will have art supplies on hand that students can preview (everything from butcher paper and paint to magazines, tissue paper, sequins, yarn/string, and any other kinds of found items that can be collaged together for a creative mural.) Teachers may want to chat with the school’s art teacher about ideas and/or a potential collaboration.
  - Teachers will need to determine how much class time to provide for completing the mural; projects like this can be simple or in depth.
  - If time permits, teachers may want to project various examples of Indian art, or provide time for students to browse examples on the Internet. This can help guide students in terms of color and design options.
  - Let students know that upon completion, all groups’ artwork will be combined into one beautiful wall mural with the title “India: Unity in Diversity.” If time permits, teachers may want to work with the class to combine their various pieces of the mural and add additional art work to connect all of the components once it is hung.
- 14. Optional High School Activity:** Distribute the attached op-ed, “India Needs the Right System to Protect Its ‘Unity In Diversity,’” and ask students read the article individually in pairs and then discuss the attached questions.

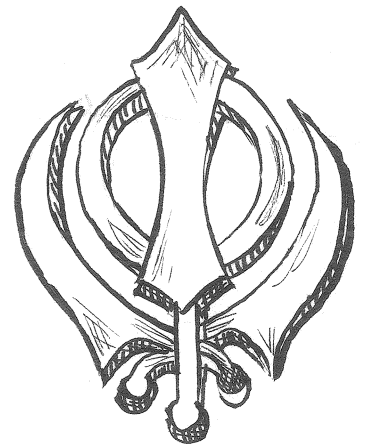
# India: Birthplace to Four of the World's Major Religions



Hinduism  
Jainism

DHARMA

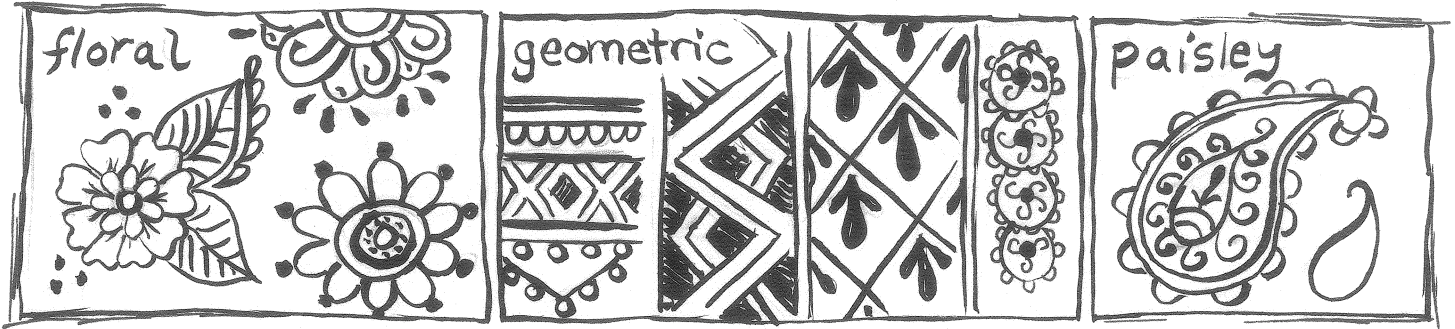
Buddhism  
Sikhism





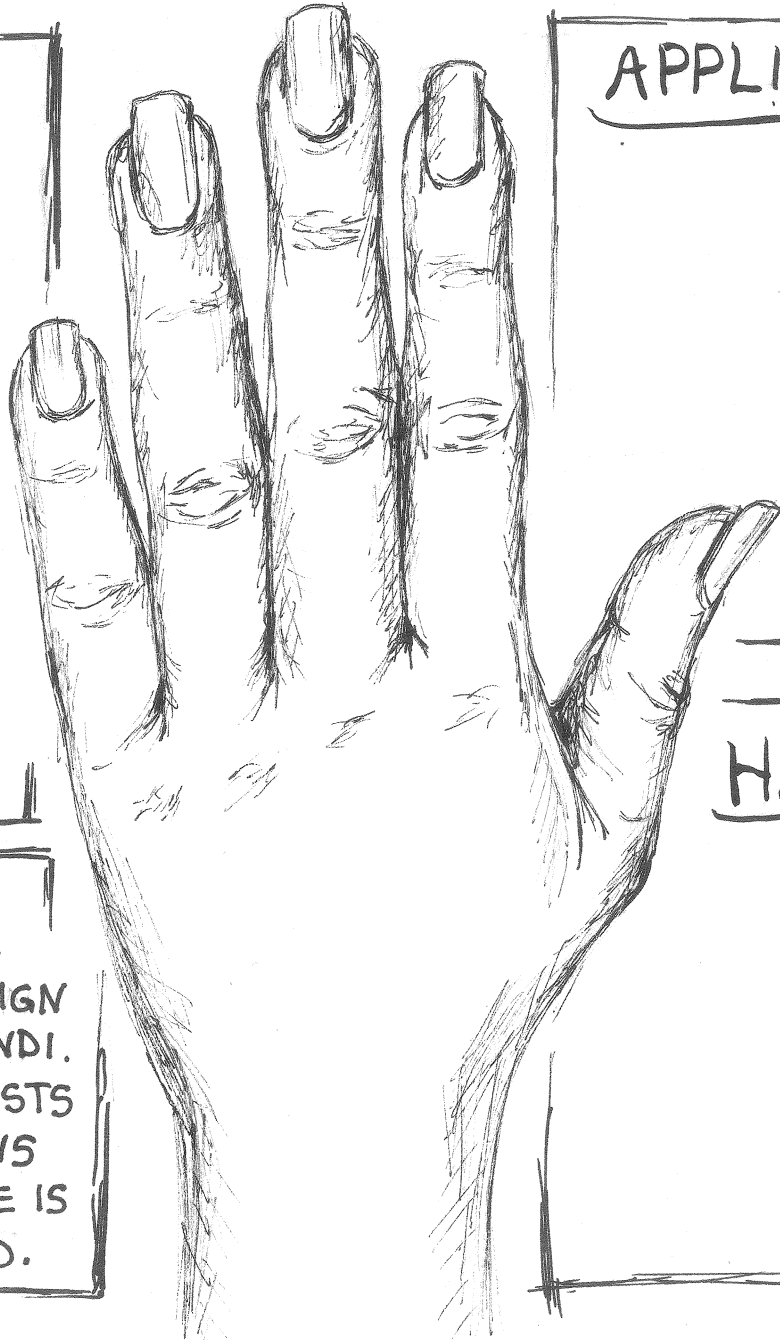
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## TRADITIONS

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# The Dance and Music of India

Tabla

Sitar

Bansuri

Santoor

Violin

Mridangam





# The Flavor of Memory

*I feel like everything I make is a memoir on a plate. And I just think if I cannot eat in India, the memories will keep me alive and this food is an expression of everything I am.*

*-Vimala Rajendran, Curryblossom Cafe*



The taste, texture, and smell of certain foods or spices can effectively trigger memories of meals, events, and even places from the past. What is one food that you associate with a certain place, event, or person? Use the space below to illustrate or explain that memory.

## Exploring India's Diversity

Name \_\_\_\_\_ Topic: \_\_\_\_\_

**I:** Read your assigned handout about an aspect of Asian Indian culture. Answer the following questions on a piece of notebook paper.

- What did you learn about your aspect of Indian culture from your assigned reading?
- Are there any images or maps on your handout? What did you learn from examining them?
- How is your aspect of Indian culture similar to American culture? How is it different?

**II.** Considering the information from your reading, the *Remarkable Journey* documentary, and any additional research, your group should determine five of the most interesting and/or important things you think your classmates should know about your topic. Write your final choices in your topic's section below. Be prepared to teach this information to the remainder of class. (Each group member should share at least one of your 5 facts.)

**III.** As you listen to your classmates share information about the other categories of India's diverse culture, complete the appropriate section of the chart.

**IV.** After learning about various aspects of Indian culture, you and your groupmates will create a mural to represent the phrase "India: Unity in Diversity." Each person will be responsible for creating a section of the mural about their assigned topic; however, all the sections should be combined to create one unified piece of art.

Topic	5 Important Facts
Food	
Religion	
Music	

Fashion/Clothing	
Language	
Film	
Dance	

**V. Create a class mural.** As a culmination to our exploration of the diversity of India, your group will work together to plan, design, and create a mural that visually represents your topic. Upon completion, all groups artwork will be combined into one beautiful wall mural with the title “India: Unity in Diversity.”

- **Visual representations of your topic.** These can be created by hand, printed pictures, found materials, etc.
- **Text.** Layer in words and phrases, written by hand, printed, or combined from found materials, that provide textual information representing your topic.
- **Be creative and be colorful!** As you determine how to represent your topic, consider the overall artistic design.

## Indian Food

While people all over the world relish Indian food, most people are not aware that Indian food is as diverse as its culture. Every region of India has its own forms of food which each with a distinctive characteristic. Going into the culinary intricacies of each region is very long winded and time consuming, so, we give you an introduction to the basic food varieties available in India

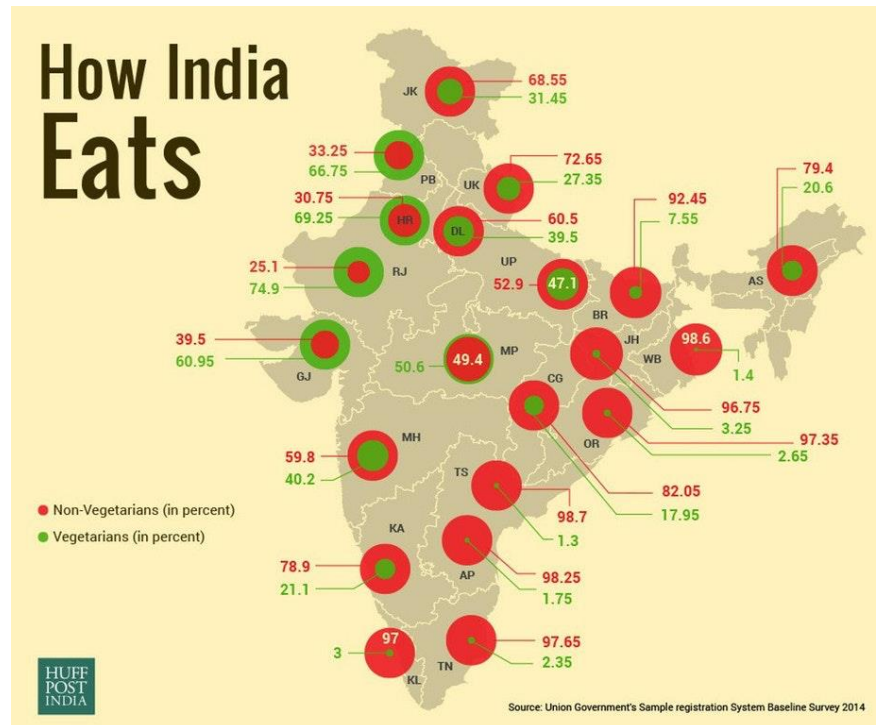
Broadly speaking, the cuisine of India can be divided into four categories: North Indian, South Indian, East Indian and Western Indian food.

**North Indian** – North India is the wheat belt of the nation. The staple meal of this region consists of *rotis* – unleavened bread roasted over an open flame- with an assortment of vegetable dishes, lentils, curd and pickles. While some parts of Northern India have people who love their meat, there is also a section of society which is purely vegetarian. They get their protein from milk, curd and cottage cheese, all of which are heavily consumed in this region. Everyday foods in Northern India are lightly spiced and mostly stir fried. However, rich foods are found in plenty too and they make generous use of ginger, garlic, and cream to add flavor to the dish.

**Eastern India** – Eastern Indians are primarily non-vegetarians, with fish being a very popular ingredient. Food flavors are simple and majority of the dishes have a runny consistency. The liberal use of chilies in Eastern Indian food gives their cuisine a hot edge. This is the most fertile part of India which means vegetables are consumed as much as meat and seafood. Rice is the staple accompaniment to the various curries, stews and stir fries that are enjoyed by the people here.

**Western India** – Western India is largely desert land. The climate being dry and arid, the food here is cooked with minimum water. Use of lentils is widespread in this region, vegetables less so, as not much produce grows here. Lentils in the form of *dal* - spiced lentil gravy - are as popular as dishes made of ground lentils. Foods are steamed or roasted with dry spices for flavor. Preserves like *chutney* and pickles are also had at every meal. Non vegetarian food here is rare and the few dishes that do exist are cooked with lots of red chilies and spices.

**Southern India** – Food in Southern India is mostly steamed or roasted. Rice is the basis of every meal and is usually served with a thin soup called *rasam* and a spicy lentil gravy called *sambar*. Tamarind, curd and coconut are three ingredients used generously in most South Indian foods. All foods of this region are heavily flavored with curry leaves, a fragrant herb native to this region. Another characteristic of Southern Indian food is rice mixed with curd. Every South Indian meal includes curd rice as a part of the traditional diet. Various savory chutneys, made of vegetables are also popular throughout Southern India. Also, much like Northern India, there are both non-veg lovers as well as strict vegetarians in this region too.



## Religion in India

India is a land of diversities. This diversity is also visible in the spheres of religion. The major religions of India are Hinduism (majority religion), Islam (largest minority religion), Sikhism, Christianity, Buddhism, Jainism, Zoroastrianism, Judaism and the Bahá'í Faith. India is a land where people of different religions and cultures live in harmony. This harmony is seen in the celebration of festivals. The message of love and brotherhood is expressed by all the religions and cultures of India.

Whether it's the gathering of the faithful, bowing in prayer in the courtyard of a mosque, or the gathering of lamps that light up houses at Diwali, the good cheer of Christmas or the brotherhood of Baisakhi, the religions of India are celebrations of shared emotion that bring people together. People from the different religions and cultures of India, unite in a common chord of brotherhood and amity in this fascinating and diverse land.

### **Buddhism**

At present Buddhism is one of the major world religions. The philosophy of Buddhism is based on the teachings of Lord Buddha, Siddhartha Gautama (563 and 483 BC), a royal prince of Kapilvastu, India. After originating in India, Buddhism spread throughout the Central Asia, Sri Lanka, Tibet, Southeast Asia, as well as the East Asian countries of China, Mongolia, Korea, Japan and Vietnam.

### **Christians**

Christianity is one of the prominent religions in India. At present there are about 25 million Christians in India. It is interesting to note that the Christian population in India is more than the entire population of Australia and New Zealand or total population of a number of countries in Europe.

### **Hinduism**

Hinduism is the oldest religion in the world. Hinduism is world's third largest religion after Christianity and Islam. Hinduism is the dominant religion in India, where Hindus form about 84 per cent of the total population. Hinduism is also known as "Sanatan Dharma" or the everlasting religion.

### **Islam**

One of the prominent religions of India, Islam forms about 12 per cent of India's population. Though India's contact with Islam had begun much earlier, the real push came in the 8th century when the province of Sindh was conquered. Though the Muslims form only 12 per cent of the total population of India but the influence of Islam on Indian society is much stronger.

### **Jainism**

Jains form less than one percent of the Indian population. For centuries, Jains are famous as community of traders and merchants. The states of Gujarat and Rajasthan have the highest concentration of Jain population in India. The Jain religion is traced to Vardhamana Mahavira (The Great Hero 599-527 B.C.).

### **Sikhism**

Sikhs form about 2 per cent of Indian population. In comparison to other religions, Sikhism is a younger religion. The word 'Sikh' means a disciple and thus Sikhism is essentially the path of discipleship. The true Sikh remains unattached to worldly things.

### **Zoroastrian**

Though the total number of Zoroastrians in Indian population is very less yet they continue to be one of the important religious communities of India. According to the 2001 census, there were around 70,000 members of the Zoroastrian faith in India. Most of the Parsis (Zoroastrians) live in Maharashtra (mainly in Mumbai) and the rest in Gujarat.

### **Guru Nanak Dev**

Sri Guru Nanak Dev Ji is credited with starting the Sikh religion. He was the first Guru of the Sikhs and is worshipped next to God. His sole aim in life was to unify the Hindus and Muslims and form a universal religion of brotherhood and compassion. He believed that true salvation could be achieved only by devotion of thought and excellence of conduct.

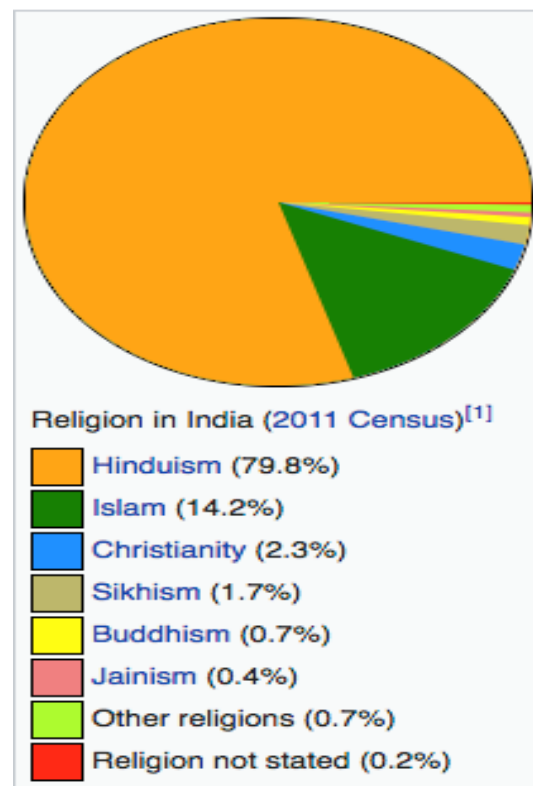
### **Lord Mahavira**

Lord Mahavira is often credited with the advent of Jainism in India. However, Jainism existed even before Lord Mahavira was born. He is supposed to be the twenty-fourth (last) Tirthankara according to the Jain philosophy. A Tirthankara is an enlightened soul who is born as a human being and attains perfection through intense meditation.

### **Adi Shankaracharya**

One of the greatest philosophers of India, Adi Shankaracharya founded the Advaita Vedanta, which is one of the sub-schools of Vedanta. Adi Shankaracharya whole-heartedly believed in the concept of the Vedas but at the same time advocated against the rituals and religious practices that were over exaggerated.

Total Population of India	1,210,854,977
Hindu	966,257,353
Muslim	172,245,158
Christian	27,819,588
Sikh	20,833,116
Buddhist	8,442,972
Jain	4,451,753
Other religions and persuasions	7,937,734
Religion not stated	2,867,303

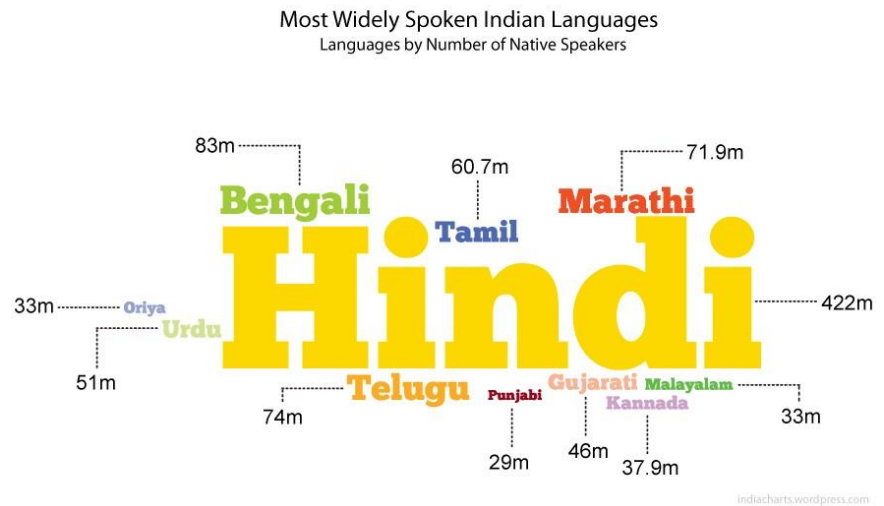


*Edited for content & clarity by Carolina K-12 from the following sources: <http://www.culturalindia.net/indian-religions/> ; <http://www.firstpost.com/india/india-has-79-8-percent-hindus-14-2-percent-muslims-2011-census-data-on-religion-2407708.html>; [http://www.censusindia.gov.in/2011census/Religion\\_PCA.html](http://www.censusindia.gov.in/2011census/Religion_PCA.html)*

## Language in India

India is a perfect example of unity in diversity. Take geography for example – from the snow-capped Himalayan mountain peaks in the north to the arid deserts of Rajasthan in the west. Then there is a multitude of religions – Hinduism, Islam, Christianity, Buddhism, Jainism, Sikhism, Zoroastrianism – and even religions within religions called sects. And then comes the linguistic diversity of our country – to be precise, India has 22 major languages, written in 13 different scripts, with over 720 distinct dialects. This was aptly surmised by the eminent sociologist A R Desai when he said: *‘India presents a spectacle of museum of tongues.’*

Image courtesy: [India Charts](#)



True that. And this spectacle we are talking about is on the verge of celebrating 70 years of its independence from the British rule. That makes it 70 whole years of Indian languages revamping, progressing and evolving themselves. Why? Well, as speakers of a particular language change from generation to generation, so do their needs. For instance, English was spoken back in 1947 when India attained independence and so is it spoken now – the two having a world of a difference between them. The English in the olden times was the common functional language of the masses, and today it is a combination of many regional varieties (including, of course, Hinglish words and the popular SMS (texting) lingo).

### **Five Fun Facts about Indian Languages**

#### ***1. Which is India's national language?***

A. Surprisingly enough, we don't have one! We have designated 'official' languages, specified 'classical' languages but no national language.

#### ***2. Which Indian language(s) boast of more speakers in the whole world than French or German?***

A. Hold your breath – it's Hindi, Bengali and Punjabi. Individually.

#### ***3. Which word is the second longest palindrome in the English language?***

A. Our very own – MALAYALAM of Kerala.

#### ***4. Which is the most computer-friendly language?***

A. According to NASA scientist Rick Briggs, Sanskrit is the most precise, predictable and computer-friendly language.

#### ***5. Which is the fourth most spoken language in the world, even more than English?***

A. Hindi, our official language (after Mandarin).



## English, English everywhere...Really?

All the time and everywhere? Well, not really, except if you're a student of one of the so-called elite private English medium schools in the country which take upon themselves the responsibility of reprimanding you even if a single non-English word escapes your lips.

It is a fact that the English language is akin to our window to the whole world, thanks to the 21<sup>st</sup> century revolution which involves the internet, emails and mobile phones. Also, effective English communication is considered to hold us in good stead on the professional front too.

However, it won't be wrong to say that we're coming a full circle in terms of the importance of other regional languages catching up. By way of illustration, have a look at these headlines from leading National dailies in the months gone by:

- 2014: PM Narendra Modi greets the nation in 18 languages on the occasion of India's 68th Independence Day (from Gujarati to Kannada, Punjabi to Assamese – the address had them all).
- 2015: Hike Messenger, India's first home-grown messaging platform, adds support for 8 Indian vernacular languages (users would now be able to choose and access a keyboard in the selected local language).
- 2016: DU aspirants opting for modern Indian languages stand to gain up to 10% additional marks (the modern Indian languages include Punjabi, Tamil, Urdu, Telugu and Bengali).
- 2016: Microsoft and Google to provide email in Indian languages (we might just be able to have our email ID in our own Indian language soon!).

Messaging and emailing started initially in English, but now it is branching out to the vernacular languages. We were taught to speak in English and only in English in school, but now universities are offering additional marks as an incentive to move on to other languages. And logging in to our email accounts using our own language rather than English? The icing on the cake!

This Independence Day, let us also celebrate the linguistic diversity of India in addition to independence. There would be no better way than to sum it up with the words Shashi Tharoor, famed India politician and writer, penned down when India was celebrating its 61<sup>st</sup> Independence Day in 2008:

*'Indian nationalism is a rare animal indeed. The French speak French, the Germans speak German, the Americans speak English – but Indians speak Punjabi, or Gujarati, or Malayalam, and it does not make us any less Indian.'*

*It is a reality that pluralism emerges from the very nature of our country; it is a choice made inevitable by India's geography, re-affirmed by its history and reflected in its ethnography. Let us celebrate our Independence on August 15 in a multitude of languages, so long as we can say in all of them how proud we are to be Indian.'*

## Dance in India

India witnesses a diverse and varied culture. Adorned by endless varieties of cultural patterns, the landscape of India is beautified with lovely traditions. Different states have different languages, eating habits, customs, religion, etc. Like all other aspects of life, the **dances of different states in India** are also distinct. The uniqueness of **dances of India** binds the entire country together. Going back to ancient times, this art form was considered as a way to celebrate, worshipping and as a gesture of thanksgiving to the deity. **Dances of India** reflect its cultural richness.

Dance is a unique way of communication using your body, eyes, expressions, etc. We can broadly classify the **dances of India** into three categories: **classical dances**, **folk dances**, and **tribal dances** of India. Classical dances are more religious and spiritual in nature, whereas folk dances are more celebration oriented.

### Few Famous Classical Dances of India

#### 1. **Kathak | State :** Uttar Pradesh

The word Kathak is originated from the word Katha which means storytelling. Traditionally this dance was more religious in nature, typically narrating the stories of Radha and Krishna. The dancers dance to the rhythm of table or pakhawaj.

#### 2. **Odissi | State :** Odisha

Performed by 'Maharis' or female temple servants, this dance form have a close association with the temples and temple sculptures. Odissi stands out from other forms of dances because of its Tribhangi posture, dealing with three body parts, i.e. head, bust, and torso.

#### 3. **Manipuri | State :** Manipur

Manipuri dance is one of the famous **dances of India**. The main characteristics of this dance are colorful decoration and costumes, charming music, gentle and swaying petal-soft foot movements and delicacy of performance. This traditional dance is mainly inspired by the rich culture of Manipur. For all the religious and other socio-cultural ceremonies, this dance is a must.

#### 4. **Sattriya | State :** Assam

When you are on your Assam tour, make it a point to watch this **traditional Indian dance**. It is an art which represents dance-drama performances with a unique combination of hand gestures, footwork, expressions, and body movements. Most of the themes of dance relate to Ram and Sita or Krishna and Radha. The main characteristics of Sattriya dances are rich and varied melodies, lyrics and rhythm.

#### 5. **Bharatnatyam | State:** Tamil Nadu and Karnataka

This **Indian classical dance** tops the list of famous **dances of India**. The centuries old dance teachers and temple dancers hand over this beautiful dance form to us. It is a delightful combination of four elements i.e. expression, music, beats, and dance. The accompanying music in Bharatnatyam is classical Carnatic. The costumes are similar to Indian sarees with vibrant colours and made of Kanchipuram silk and Banaras silk.

#### 6. **Kathakali | State :** Kerala

Kathakali is another popular **Indian dance form**. Kathakali means story play; hence the stories of Ramayana and Mahabharata act as a source for a lot of performances. This form of dance is known for its heavy, intense makeup and costumes. The kind of character represents the facial makeup of dancers, like green color makeup is used for kings, heroes, and divinities; while black color is used for evil.

## A Few Famous Folk & Tribal Dances of India

### 1. **Bhangra | State:** Punjab

Bhangra is one of the most popular folk **dances of Punjab**. Men folks perform this, especially during Baisakhi. It is full of enthusiasm and energy. Men are dressed in lungis and colorful turbans. This form of dance uses a lot of feet movements on the beats of drums.

### 2. **Giddha | State:** Punjab

Another popular **dance of Punjab** is Giddha, which is performed by women folks. They perform this art during social occasions and especially during Teeyan festival as a gesture of welcoming monsoon (rainy season). It displays female grace and elegance along with high energy levels. In this form of dance, one dancer sits in the center to play the drum, while others dance in a circle surrounding her.

### 3. **Sirmour Nati Dance | State:** Himachal Pradesh

Sirmour Nati is a popular folk dance in the North. Traditionally this dance was performed for 4 to 5 hours and wouldn't stop till the performers and musicians are exhausted. It is similar to Kathak dance. Rhythm plays an important role in this dance. Musical instruments like drums, shehnai, and cymbals accompany the performances.

### 4. **Dumhal | State:** Jammu and Kashmir

Among many **traditional folk dances of Indian states**, one popular dance form is Dhumal. Men folk of the Rauf tribe perform this form of dance. A unique characteristic of this dance form is the banner inserted into the ground while performers dance surrounding the banner. The music is produced from drums and dancers themselves sing in chorus. The costumes are very vibrant and colourful with long robes and tall conical caps flecked with beads and shells.

### 5. **Saang | State:** Haryana

Saang is another **traditional folk dance of Indian state** and represents true culture of Haryana. It is performed by an even number of dancers. Saang means to impersonate i.e. to pretend to be another person. So you will find a lot of male dancers dressing up like females to perform their part. Saang reflects a lot of religious stories in their performances.

### 6. **Dandiya | State:** Gujarat

another energetic and enthusiastic **dance of Gujarat** is Dandiya. Performers dance with the help of sticks in hands. These sticks (dandiyas) represent swords of Goddess Durga. Women folks wear extremely colourful and embroidered dresses (ghagra choli) dazzling with small mirror work. Men folk wear kedias and turbans.

### 7. **Chholiya Dance | State :** Uttarakhand

Chholiya is a popular folk dance performed in Kumaun region of Uttarakhand. It is performed with a sword and often linked with marital traditions of the people in Kumani region. During Kshatriya's era, it was usually performed when the marriage processions were held at the point of swords. But now chholiya dance is a common performance on many important occasions. It has religious significance and is believed to protect from evils.

### 8. **Atta Karagam | State:** Tamil Nadu

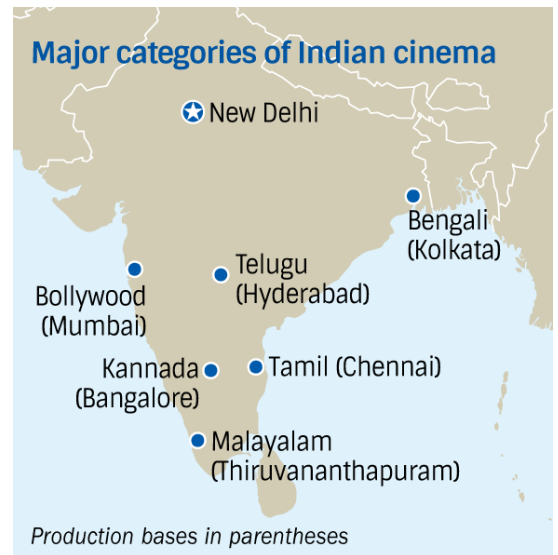
Atta Karagam is a popular folk dance in South. Performers perform this dance by placing pots on the head and balancing them. Dancers perform in temples and during festive occasions. Atta Karagam symbolizes joy. It was traditionally performed by the people of villages to praise the Rain Goddess, Mari Amman and Gnagai Ammana, the River Goddess.

*Edited for clarity & content by Carolina K-12 from the following source: <http://travel-blog.waytoindia.com/different-dance-forms-of-india-with-states/>*

Although Indian cinema is one of the oldest world cinemas, and the largest in terms of films made each year, its evolution in parallel to the West with little crossover until very recently leaves a lot of Western moviegoers with the impression that it's daunting and inscrutable. But with a few simple guidelines, any American movie buff should be able to explore Indian cinema, particularly when it comes to the massive Hindi-language industry based in Mumbai commonly known as "Bollywood."

### There's More To Indian Cinema Than "Bollywood"

The term "Bollywood," though often inaccurately used to represent Indian cinema as a whole, refers just to the Hindi-language industry in the city of Mumbai. There are several different regional film industries throughout the country, each in a different language; the most prominent ones are Tamil, Telugu, Bengali, and Kannada languages. The regional cinemas share a variety of common tropes or themes (music, dancing, fabulous costumes, high melodrama, etc.), with noticeable differences; in a general sense, the south cinemas, Telugu and Tamil in particular, are more excessive and rowdy than the comparatively restrained Bollywood industry. The highest paid star in Asia after Jackie Chan is the Tamil-language star Rajinikanth, also known as "Superstar Rajinikanth" — who, when such things were in vogue, featured in the Indian version of Chuck Norris jokes.



### Know Your Indian History

A great deal of the creative isolation of early Indian cinema, and the development of its own set of rules largely separate from those of the other world cinemas, dates back to regulations the British government established to promote British films over American ones (in the days when Britain ruled India). After winning political independence from Great Britain in 1947, the national film industries, already independent, remained that way.

Beyond the aesthetic impact of politics, the thematic content of many Indian films naturally reflects Indian history and politics. Countless films deal with rebellions against the British, or remember rebellion against the British fondly. The partition between India and Pakistan is a frequent subject as well, with political tensions between the two countries providing stories for everything from Cold War-style espionage between the two countries to doomed romances between an Indian boy and a Pakistani girl, to — this being India — both at the same time.

### Masala: What Is It and Why Is It So Awesome?

Not all Indian films are masala films, but masala films are uniquely Indian. Masala films are the cinematic equivalent of the mixture of spices used in Indian cooking that provide the name. Every conceivable genre is thrown into the pot — meaning the screenplay — and cooked up by the director. It makes perfect sense: In making a movie for the whole family to see, what Hollywood calls a four-quadrant blockbuster, why not throw every existing film genre into the mix?

With multiple genres happening simultaneously — let's say, a romance subplot, a comedy subplot, and a melodrama subplot all alternating under the auspices of an action adventure main plot — there are, invariably, tonal shifts that can take some getting used to. Everything is heightened: the hero's heroism, the heroine's beauty, the villain's evil.

In 2009's "Wanted," hero Salman Khan saunters into a warehouse full of bad guys and proceeds to very thoroughly beat up of every last one of them, single-handedly. He then saunters back out of the warehouse

and lip-syncs a song about being a tough guy, with dozens of backup dancers, bright colors, and a drop-in by fellow movie star Anil Kapoor (who doesn't appear at all in the rest of the movie, he's just coming by to say hi). At the end of the song, Salman Khan is successfully established as The Star.

Songs in Indian cinema don't necessarily have anything to do with the story, though they can, but they're usually just there because...well, who doesn't like music and want to see stars dancing? A special subset of this is the item number, a showcase for a particularly attractive female performer who may — but more often may not — appear in the rest of the movie. These are mainly for marketing coups for certain music labels, but when done well can be works of art in themselves.

### **The Release Schedule Has, Let's Say, Some Quirks**

Some aspects of the release calendar may look familiar to American audiences: Big holiday blockbusters come out on Eid (the holiday commemorating the end of Ramadan), sort of like the way they do during U.S. holidays. Less familiar is the way Bollywood in particular basically shuts down during cricket season. While the Indian Premier League is on, very few releases of any consequence hit theaters, a dry period comparable to January in the American film industry.

### **Parallel Cinema: Indies and Arthouse Cachet**

Ironically, a lot of Western film lovers have an easier time with Indian arthouse and indie fare, both of which are known as "parallel cinema" in India. These titles favor naturalistic/realistic approaches. Some filmmakers known as parallel cinema filmmakers will employ elements of pop cinema, like songs and movie stars. One such example is Mani Ratnam's 1998 film "Dil Se," which starred Shahrukh Khan, and blended serious political commentary with a lyrical romantic tragedy.

### **It All Comes Down to Family**

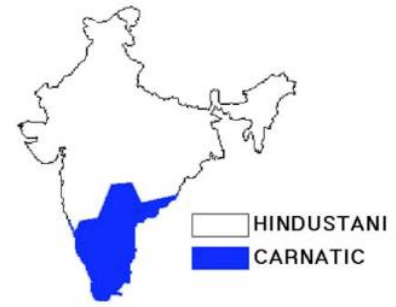
In too many mainstream Hindi films to count, the big tough hero who can throw cars with his mustache and is master of all that he surveys comes home to find his mother yelling at him about his lack of responsibility, his need to get married and other day-to-day concerns. It's not just something that's played for laughs, either. Generally (in mainstream films at least), in a choice between an individual and either a literal family or a group standing in for one, the moral point of view expressed is that the family/group should come first and nearly always does. For Americans, maybe the most individualistic people in history, this is occasionally a tough pill to swallow — but more than any of the other items on this list, it's essential that one understands the source of this ingredient before approaching these films.

*Edited for clarity and content by Carolina K-12 from the following source: <http://www.indiewire.com/2013/07/10-things-you-should-know-about-indian-cinema-37021/>*

## Indian Music

### Sitar To Bollywood: Sounds Of The Subcontinent

What many people casually refer to as Indian music is actually the classical music of the north of the Indian subcontinent. **Karnatic (south) Indian music** is older and represents the Hindu tradition before the Afghan and Mughal invasions of the north created one of the great hybrid musical styles of the world.



Raga is a pattern of notes that forms the basis of both the **Hindustani (north Indian)** and **Karnatic or Carnatic** musical systems. In the south, it goes under the name of ragam. Absolutely central to a great performance is the way in which the musicians play the raga or ragam with a sense of their own identity or personality while observing strictly defined rules. Improvisation frequently occurs.

In Hindustani tradition, a performance consists of several sections: alap, jor, gat, or jhala. The **alap** is played by the soloist in free rhythm accompanied by a drone, one note played over and over. The music winds down briefly, and then introduces a slow, almost lazy pulse for the so-called **jor** section. The **gat** is a fixed musical figure; the same melodic phrases can be heard again and again. In the **jhala**, quick-fire “question and answer” exchanges between instrumentalists can occur towards the end – a great opportunity for witty performers, especially when a drum imitates a melody instrument.

It's a subtly different experience if the musicians belong to the traditions of south India. Performances are shorter and they rarely linger in a slow tempo for any length of time.

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### Vocal Music

More than any other classical genre, **dhrupad** is regarded as a sacred art – an act of devotion and meditation rather than entertainment. It is an ancient and austere form which ranks as the Hindustani system's oldest vocal music genre still performed. Traditionally, dhrupad is performed only by men, accompanied by tanpura and the pakhawaj barrel drum. A dhrupad lyric (usually in a medieval literary form of Hindi called Braj Bhasha) may be praising a Hindu deity (god) or local royalty, or it may dwell on noble or heroic themes. The twist is that this most Hindu of vocal genres is dominated by Muslims.

The bhajan is the most popular form of Hindu devotional composition in north India. Lyrically, bhajans eulogize a particular deity and frequently retell episodes from the Hindu scriptures. In the South, bhajans tend to retain their original Hindustani raga but are set in Karnatic talas (rhythm).

or enable JavaScript if it is disabled in your browser.

### Folk Music

Folk music in India is often described as desi (or deshi), meaning “of the country”, to distinguish it from art music, known as marga (meaning “chaste” and, by extension, classical). Desi, a catchall term, also embraces folk theatre and popular music of many colors. While there is extraordinary folk music to be found all over India, there are three areas where it is particularly rich and easy to access as a visitor – Rajasthan, Kerala and Bengal, where the Bauls are the inspirational music providers. Rajasthani groups and Baul musicians are popular performers on the world music circuit.

The harvest is celebrated in every culture and in the Punjab it gave rise to bhangra, a folk dance which, in its British commercial form, has morphed into a form of Asian pop. Following on from the crossover success of bhangra, dandiya, a new folk-based genre, has emerged as a new phenomenon with a club-based following in India.

## Film Music - Bollywood

Indian films often succeed because of their songs. Stars get stereotyped and rarely find roles outside, say, romantic lead, swashbuckler, comic light relief, baddie and so on. What's more, these highly paid actors and actresses lip-synch to pre-recorded songs sung by vocal superstars such as Lata Mangeshkar and S.P. Balasubrahmaniam, off-camera.

The leading trio which dominated the Hindi cinema for over thirty years were Mukesh (1923–76), Mohammed Rafi (1924–80) and Lata Mangeshkar (b. 1929). Dreamy strings provide the lush backings, an Indianized account of Hollywood strings, but bursting with touches that could only come from the subcontinent. The Los Angeles of the Indian film industry is Mumbai, formerly known as Bombay, hence the common shorthand Bollywood – a film industry in-joke that stuck and went international.

## Modern Indian Music

In the present day, there are far less people who enjoy Indian classical music as they feel it is too slow for them. Many youngsters go a step further terming classical music to be boring. But then, enjoying music is a personal journey and purely depends on the moods. However, in keeping with times and demands, today, most music composers have shifted from the classical to newer forms, whereby they imbibe the Indian melody and tunes with the western beats.

Some examples of modern Indian music are:

- Remixes, where old tunes are blended with faster beats making them popular amongst the younger generation. These are generally played at discos and parties. In 2002, *Mundian To Bach Ke*, a remix of a bhangra song featuring Jay-Z became a world-wide hit.
- Fusion is that type of music where Indian classical music is combined with the western music forms to create a musical mix of east and west
- Indi pop, which is basically the Indian version of the western pop music. There are number of young artists who sign up with music companies to cut an album of pop songs in Hindi and other regional languages.

There are many, many, other popular styles of Indian music, including Rock, Hip Hop, Pop, and more. To read more about them you can visit:

[http://factsanddetails.com/india/Arts\\_Culture\\_Media\\_Sports/sub7\\_5c/entry-4250.html](http://factsanddetails.com/india/Arts_Culture_Media_Sports/sub7_5c/entry-4250.html)

To listen to Indian music, visit

- <https://artsedge.kennedy-center.org/multimedia/series/AudioStories/music-of-india>
- [http://www.bbc.co.uk/schools/gcsebitesize/music/world\\_music/music\\_india1.shtml](http://www.bbc.co.uk/schools/gcsebitesize/music/world_music/music_india1.shtml)

## Traditional Indian Instruments



Edited for clarity and content by Carolina K-12 from the following source: <http://www.worldmusic.net/guide/music-of-india/>;  
[http://www.artistspages.org/modern\\_indian\\_music.htm](http://www.artistspages.org/modern_indian_music.htm)

The culture, religion, languages spoken and attire of the people of India are as diverse as the landscape of this vast country. Due to its diversity, this cultural hub does not have just one dress, which can be called as the National Dress or Indian Dress. If in northern part we find more of the Muslim influence, in the southern part of India Dravidian style of costumes dominate.

Clothing for most Indians is also quite simple and typically untailed. Men (especially in rural areas) frequently wear little more than a broadcloth dhoti, worn as a loose skirt like loincloth, or, in parts of the south and east, the tighter wraparound lungi. In both cases the body remains bare above the waist, except in cooler weather, when a shawl also may be worn, or in hot weather, when the head may be protected by a turban. The more-affluent and higher-caste men are likely to wear a tailored shirt, increasingly of Western style. Muslims, Sikhs, and urban dwellers generally are more inclined to wear tailored clothing, including various types of trousers, jackets, and vests.

Although throughout most of India women wear saris and short blouses, the way in which a sari is wrapped varies greatly from one region to another. In Punjab, as well as among older female students and many city dwellers, the characteristic dress is the shalwar-kamiz, a combination of pajama-like trousers and a long-tailed shirt (saris being reserved for special occasions). Billowing ankle-length skirts and blouses are the typical female dress of Rajasthan and parts of Gujarat. Most rural Indians, especially females, do not wear shoes and, when footwear is necessary, prefer sandals.

The modes of dress of tribal Indians are exceedingly varied and can be, as among certain Naga groups, quite ornate. Throughout India, however, Western dress is increasingly in vogue, especially among urban and educated males, and Western-style school uniforms are worn by both sexes in many schools, even in rural India.

### Sari

The most well-known type of Indian clothing has to be the sari. Saris vary in their size, depending upon their intended use, but they typically are long enough to wrap around the waist or torso. Women drape saris different ways, and then add a blouse, called a ravika or a choli, for a complete outfit. Saris often come in bright colors, such as pink, orange and gold, and may also be patterned.

The different styles of draping a sari are:

- **North Indian:** It is the widely used style in which Sari is draped around a waist once and then pleats are tucked in the waistband. The remaining portion of Sari, known as Pallu is put across the left shoulder and is allowed to fall behind.
- **Gujarati:** This style of Sari is known as Seedha Pallu Sari. In this style Pallu is taken to back side and is then put across the front side of the right shoulder.
- **Bengali:** A pleatless style of draping a sari.
- **Maharashtrian:** for this style of sari you need a sari which is longer than the usual one i.e. 8-9 m long. In this style sari is passed through legs and one portion of it is tucked at the back providing room for greater freedom of movement.



### Kurta

A kurta is a tunic-like shirt that extends to the knees. It has a loose fit and is often made of natural fibers, making it ideal to wear in warm or humid weather. Many Indian men wear kurta s, often pairing them with a pyjama, which is a lightweight trouser that has a drawstring waist.



## Dhoti

The dhoti is the masculine version of the sari. It is comprised of unstitched, lightweight cloth that measures five yards. Indian men wear the dhoti wrapped around the waist and the legs, knotting it around the waist. Its name varies according to the region of India. In Punjabi, the dhoti is called laacha, and in Malayalam it is known as mundu.



## Pashmina

Pashmina wool shawls have been one of India's great crossover hits in Western fashion. These richly dyed shawls feature a soft cashmere fabric, made from the wool that grows on the Capra Hircus goat's underbelly. Women wear these shawls in many different ways, tying them around their shoulders, wrapping them around their waists, doubling them up for interesting color contrasts or using them as coverups for swimsuits.

## Salwar

In northern part of India Salwar Kameez is prevalent among women. Salwar is a type of loose trouser, which is worn with a kurta known as Kameez. This Indian dress is usually accompanied by Dupatta, a kind of veil used to cover head or chest. This Indian dress is the favorite of North Indian women as it is hassle free to wear and easy to maintain and allows complete freedom of movement which is necessary for hard working women whether in an office or helping her husband in fields.

## Headgear

The cap and dupatta are the main headgears used by Indian men and women respectively. Muslim men use a special type of cap known as 'Topi' to cover their heads whereas turban, locally known as 'Pagadi' in Punjab, is an integral part of a Sikh men.



**Turban or Pagadi**



**Pashmina**



**Salwar**



**Various Dupattas**

*Edited for clarity and content by Carolina K-12 from the following sources: <http://traveltips.usatoday.com/types-clothing-india-22638.html>; <https://www.mapsofindia.com/india-dress.html> ; <https://qz.com/331756/memo-to-the-world-not-every-indian-outfit-is-a-sari/>*

## Indian identity is forged in diversity. Every one of us is in a minority

Shashi Tharoor | The Guardian

*"You can be many things and one thing."*

When India celebrated the 49th anniversary of its independence from British rule in 1996, its then prime minister, HD Deve Gowda, stood at the ramparts of Delhi's Red Fort and delivered the traditional independence day address to the nation. Eight other prime ministers had done exactly the same thing 48 times before him, but what was unusual this time was that Deve Gowda, a southerner from the state of Karnataka, spoke to the country in a language of which he did not know a word. Tradition and politics required a speech in Hindi, so he gave one - the words having been written out for him in his native Kannada script, in which they made no sense.

Such an episode is almost inconceivable elsewhere, but it was a startling affirmation of Indian pluralism. For the simple fact is that we are all minorities in India. A Hindi-speaking Hindu male from Uttar Pradesh may cherish the illusion he represents the "majority community". But he does not. As a Hindu, he belongs to the faith adhered to by four-fifths of the population. But a majority of the country does not speak Hindi. And, if he were visiting, say, my home state of Kerala, he may be surprised to realize that a majority there is not even male. Worse, this stock Hindu male has only to mingle with the polyglot, multicolored crowds - and I am referring not to the colors of their clothes but to the colors of their skins - thronging any of India's major railway stations to realize how much of a minority he really is. Even his Hinduism is no guarantee of his majority-hood, because caste divisions automatically put him in a minority. (If he is a Brahmin, for instance, 90% of his fellow Indians are not.)

If caste and language complicate the notion of Indian identity, ethnicity makes it worse. Most of the time, an Indian's name immediately reveals where he is from or what her mother-tongue is: when we introduce ourselves, we are advertising our origins. Despite some intermarriage at the elite levels in our cities, Indians are still largely endogamous (marrying within a specific social group, class or ethnic group), and a Bengali is easily distinguished from a Punjabi. The difference this reflects is often more apparent than the elements of commonality. A Karnataka Brahmin shares his Hindu faith with a Bihari Kurmi, but they share little identity with each other in respect of their dress, customs, appearance, taste, language or even, these days, their political objectives. At the same time, a Tamil Hindu would feel he has much more in common with a Tamil Christian or a Tamil Muslim than with, say, a Jat from the state of Haryana with whom he formally shares the Hindu religion.

What makes India, then, a nation? As the country celebrates the 60th anniversary of its independence today, we may well ask: What is an Indian's identity?

When an Italian nation was created in the second half of the 19th century out of a mosaic of principalities and statelets, one Italian nationalist wrote: "We have created Italy. Now all we need to do is to create Italians." It is striking that, a few decades later, no Indian nationalist succumbed to the temptation to express a similar thought. The prime exponent of modern Indian nationalism, Jawaharlal Nehru, would never have spoken of "creating Indians", because he believed that India and Indians had existed for millennia before he articulated their political aspirations in the 20th century.

None the less, the India that was born in 1947 was in a very real sense a new creation: a state that made fellow citizens of the Ladakhi and the Laccadivian, divided Punjabi from Punjabi and asked a Keralite peasant to feel allegiance to a Kashmiri Pandit ruling in Delhi, all for the first time.

So under Mahatma Gandhi and Prime Minister Nehru, Indian nationalism was not based on any of the conventional indices of national identity. Not language, since India's constitution now recognizes 22 official languages, and as many as 35 languages spoken by more than a million people each. Not ethnicity, since the

"Indian" accommodates a diversity of racial types in which many Indians (Punjabis and Bengalis, in particular) have more ethnically in common with foreigners than with their other compatriots. Not religion, since India is a secular pluralist state that is home to every religion known to mankind, with the possible exception of Shintoism. Not geography, since the natural geography of the subcontinent - framed by the mountains and the sea - was hacked by the partition of 1947. And not even territory, since, by law, anyone with one grandparent born in pre-partition India - outside the territorial boundaries of today's state - is eligible for citizenship. Indian nationalism has therefore always been the nationalism of an idea.

It is the idea of an ever-ever land - emerging from an ancient civilization, united by a shared history, sustained by pluralist democracy. India's democracy imposes no narrow conformities on its citizens. The whole point of Indian pluralism is you can be many things and one thing: you can be a good Muslim, a good Keralite and a good Indian all at once. The Indian idea is the opposite of what Freudians call "the narcissism of minor differences"; in India we celebrate the commonality of major differences. If America is a melting-pot, then to me India is a thali, a selection of sumptuous dishes in different bowls. Each tastes different, and does not necessarily mix with the next, but they belong together on the same plate, and they complement each other in making the meal a satisfying repast.

So the idea of India is of one land embracing many. It is the idea that a nation may endure differences of caste, creed, color, conviction, culture, cuisine, costume and custom, and still rally around a consensus. And that consensus is around the simple idea that in a democracy you don't really need to agree - except on the ground rules of how you will disagree.

Geography helps, because it accustoms Indians to the idea of difference. India's national identity has long been built on the slogan "unity in diversity". The "Indian" comes in such varieties that a woman who is fair-skinned, sari-wearing and Italian-speaking, as Sonia Gandhi is, is not more foreign to my grandmother in Kerala than one who is "wheatish-complexioned", wears a salwar kameez and speaks Urdu. Our nation absorbs both these types of people; both are equally "foreign" to some of us, equally Indian to us all.

For now, the sectarian Hindu chauvinists have lost the battle over India's identity. The sight in May 2004 of a Roman Catholic political leader (Sonia Gandhi) making way for a Sikh (Manmohan Singh) to be sworn in as prime minister by a Muslim (President Abdul Kalam) - in a country 81% Hindu - caught the world's imagination. India's founding fathers wrote a constitution for their dreams; we have given passports to their ideals. That one simple moment of political change put to rest many of the arguments over Indian identity. India was never truer to itself than when celebrating its own diversity.

*Shashi Tharoor is the author of Nehru: The Invention of India, and former under secretary general of the United Nations*

*Edited for clarity and content by Carolina K-12 from the following source:*  
<https://www.theguardian.com/commentisfree/2007/aug/15/comment.india>

## **India Needs The Right System To Protect Its 'Unity In Diversity' - It's currently in peril.**

By [Bhanu Dhamija](#) | [Huffington Post](#) | 08.21.2017

India's celebrated "unity in diversity" is in peril. Even as the country marks its 70th year of independence, there are nearly a dozen festering insurgencies or secessionist movements. The outgoing Vice President Hamid Ansari has just announced that the nation's minorities are insecure. Easterners have been attacked in the west, and southerners feel unwelcome in the north. People of some states have tried to expel entire ethnic communities: Pandits from Kashmir, Bengalis from Assam. Every caste is demanding special treatment through reservations or financial subsidies. And the states have been fighting among themselves for everything under the sun—water, territory, capital city, language, flag, and so on.

The problem is India never developed a good system to manage its diversity. The ad hoc approach only led to appeasement, violence, and alienation among communities. If the country had a system of government rooted in proven principles of national integration and supremacy, local autonomy and accountability, and equality before law, it would be more unified.

### **National integration: one nation-one Constitution**

The people of each state must pledge allegiance to India's Constitution. Our Constitution was adopted without requiring that it be ratified by the states. By contrast, in the United States, this was a necessary condition for the adoption of their constitution. This requirement not only generated a feeling of national unity, but it brought about useful changes, such as the Bill of Rights.

Each state, including Kashmir, must affirm that cessation is not an option under our Constitution, and that it adheres to its every provision. This is not farfetched, even for Kashmir, considering the rest of my proposal. Besides, we cannot allow one state of the union to deny the rest of the country the benefits of unquestioned allegiance to the principle of one nation-one Constitution.

### **National supremacy: Centre laws over state laws**

India's Parliament must hold supremacy over state assemblies. It was only recently that the Supreme Court ruled that in the event of conflict central legislation overrides state laws. But such conflicts arise frequently because India's Constitution follows the impractical approach of assigning many powers to Centre as well as states. This often results in central laws imposing financial burdens on states, leaving them little flexibility to modify laws according to their needs; or worse, directly infringing on their rights.

We must remove our Constitution's Concurrent List. It's causing tremendous harm, for it not only allows governments to shirk responsibility, it makes many laws impracticable. M.R. Madhavan, head of PRS Legislative Research, has written that India needs "a detailed public debate on federalism and treatment of items in the concurrent list."

India will do well by granting only essential powers to both central and state governments, similar to the US Constitution. Powers only to tax, borrow, charter banks and corporations, establish courts, and acquire property for public good.

But more importantly India's Constitution must also declare national supremacy. Madhav Khosla, constitutional expert, has said that "the Indian Constitution may give the Union more powers than it gives the states, but it does not establish the supremacy of the Union." By contrast, "national supremacy" is one the basic principles of the U.S. Constitution. Its Article VI declares laws and treaties passed under the Constitution "supreme law of the land."

**Local autonomy: all powers—all branches of government**

State and local governments must be free to conduct their own affairs so that they can be held accountable. Without local autonomy—which means only self-government (swaraj), not self-determination— it is impossible to hold states solely responsible.

However for this principle to work state government powers must not overlap with those of the Centre. Also, states must be self sufficient, and their governments accountable only to the people, not to a central authority or party bosses.

As the basic principle of democracy, we must trust the people to know what is best for them.

Let me just expound on distribution of powers. India's Constitution grants the Centre more than 140 specific powers, as well as all those not specifically assigned. This gives the Centre a huge role in all areas of governance which inevitably interferes with local and state governments.

We would be better served by doing the opposite. Assign more powers to the states and leave them all residuary powers. This is precisely what the US Constitution does. The national government is given only a handful of exclusive powers: regulate interstate and foreign commerce, borrow and coin money, declare war, and maintain military. Since the states are given residuary powers their exclusive powers are few: conduct elections, establish local governments, regulate intrastate commerce, protect public health, safety and morals.

Granting states autonomy worries Indians, especially with respect to Kashmir, perhaps because they fear it gives impetus to talks of secession. But Article 370 has already given Kashmir control over local affairs. The arrangement didn't work because of other factors: it didn't adhere to principles of national integration and supremacy described above; it wasn't honestly implemented; Kashmir governments were not self-sufficient; central interference remained a problem; and, of course, Pakistan muddied the waters.

The principle of local autonomy also requires that state governments have their own judiciary. This would alleviate one of India's biggest problems with delays and corruption in courts by decentralising them. Similarly, this principle warrants that all elections are held by states themselves. When all representatives—MLAs and MPs—come from constituencies within states, it is distrustful of local people to have them elected via a central body.

**Religious equality: Uniform code and separation of religion and state**

Lastly, for our "unity in diversity" to sustain, India must establish religious equality. As I have recently written, we desperately need a new definition of secularism, one based on freedom of religion, equality before law, and separation of religion and state.

While freedom of religion is firmly enshrined in our Constitution, having a Uniform Civil Code has remained one of its Directive Principles for 70 years. Now it is essential for our religious amity.

As for separation of religion and state, India should pass a constitutional amendment along the lines of the First Amendment of the US Constitution: that Parliament "shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof."

We all take pride in India's "unity in diversity." It's time to put some effort behind its protection.

**Discuss:**

- According to the author what major issues threaten India's "unity in diversity?"
- What solutions does the author propose? Do you agree with those solutions? Why or why not?
- Has the US ever dealt with similar problems? If so, what did they do to solve them?

## Exploring the Religions of Asian Indians

*"All paths to God are valid – and therefore all religions have to be honored.  
The whole world is one family."*

### Overview

India is a diverse land of religions and spirituality. It is not only the birthplace of Hinduism, Buddhism, Jainism, and Sikhism, but numerous other faiths are practiced there, including Islam, Christianity, Judaism, Zoroastrianism, and others. Through viewing clips from [Remarkable Journey](#) and completing the following activities, students will explore the various religions with connections to India, as well as the way Asian Indians have integrated their diverse religions into communities across North Carolina. As a culminating activity, students will delve further into one particular religion mentioned during class by creating a scrapbook of that religion.

**\*\*Teachers are encouraged to modify the activities and sections throughout this plan, and each section (shaded in gray) is written so that it can be done alone or in conjunction with any and/or all of the other sections.**

### Materials

- *Remarkable Journey* documentary, available for free K-12 use at <https://vimeo.com/237623028>; password: **remarkable**
- Accompanying PowerPoint (Slides 22-23), available at <http://k12database.unc.edu/files/2017/11/RemarkableJourneyPPT.pdf>
  - To view this PDF as a projectable presentation, save the file, click "View" in the top menu bar of the file, and select "Full Screen Mode"
  - To request an editable PPT version of this presentation, send a request to [CarolinaK12@unc.edu](mailto:CarolinaK12@unc.edu) with the PPT title in the email subject line.
- *Remarkable Journey* full documentary Discussion Guide (optional); available at the end of this Teaching Guide or by clicking [here](#).
- Four religions worksheet (see page 24 of the Teaching Guide)
- Religion Scrapbook Assignment, attached

### Procedure

#### India: Birth Place to Four of the World's Major Religions

1. As a 2-3 minute warm-up, project [slide 22](#) of the accompanying PPT for students to consider and respond to silently, in writing: "All paths to God are valid – and therefore all religions have to be honored. The whole world is one family." What religion do you think believes this and why?
2. After a few minutes, ask students to share their thoughts with the class, listing the various religions to which the students tribute the concept and explaining their reasoning. Finally, let students know that this is a tenant of Hinduism. **Asudhaiva Kutumbakam** is a Sanskrit phrase found in Hindu texts such as the Maha Upanishad, which means "the world is one family." Ask students if any of them already know

anything about Hinduism. Explain to students that **Hinduism** is an Indian religion, a way of life, widely practiced in South Asia. **Hinduism** has been called the oldest religion in the world, and some practitioners and scholars refer to it as **Sanātana Dharma**, "the eternal tradition," or the "eternal way," beyond human history.

4. Ask students if any of them can identify any of the other major faiths of India then let them know that they will be exploring the faiths of India in today's lesson. Provide students with the religions worksheet (available on page 24 of the teaching guide.) As an overview, tell students that you are going to play a four minute video clip for them from [Remarkable Journey](#) and that they should jot down anything they learn about each of the four on the worksheet as they view. If any of the images they see in the clip stick with them, they can also sketch. After viewing the clip, discuss the questions below.

- **The Four Major Faiths of India | 20:41 – 24:19**

- While to Pall and Sawtanter Sandhu "the most beautiful angle about India is its diversity," what is the "common thread" that weaves the entire population together?
- What are the four major faiths of India and what do you know about each? (Hinduism, Buddhism, Jainism, & Sikhism)
- What are the **Vedas**? (The wisdom and teachings of ancient India's **Sages**, or **Rishis**, handed down through oral tradition, inspired and laid the foundations for early Indian civilization. Considered sacred revelations, these were called '**the Vedas**'- and contained knowledge of the sciences, healing practices, hymns, arts, stories, and the basic tenets of a **Hindu** philosophy of life.)
- Usha says that "**Hinduism** to us is **Sanatana Dharma**." What does this mean?
  - "Basically it's a nature religion where we are looking at peace and harmony, both within ourselves and also with the environment around us." (Go to <http://veda.wikidot.com/sanatana-dharma> for additional information.)
  - What does Moni mean in saying that Hinduism is not just a religion, but a lifestyle?
  - What are some of the aspects of Hinduism mentioned in this clip?
    - "...the many images are symbols through which Hindus experience the concept of a unifying, universal spirit: **Brahman**. That one-ness is represented by the **bindi**, from the **Sanskrit** word "bindu" – a symbol that is seen as the source of all creation."
- Usha notes (and as we discussed at the start of class) that "The ancient sages said 'All paths to God are valid – and therefore all religions have to be honored. **Vasudhaiva kutumbakm**'...they looked at the '**whole world as one family**.'" What is your opinion of this concept from the Sanskrit? Do you think this is a common world view, the "whole world as one family?" Explain.
- Additional information to share or review with students:
  - According to the 2011 census, 79.8% of the population of India practices Hinduism.
  - **Jainism**, guided by **Mahavira**, emphasizes total nonviolence, expressed in the word "**Ahimsa**." **Mahatma Gandhi** was deeply influenced by Jain philosophy.
  - **Prince Siddhartha Gautama** was a Hindu who became the **Buddha**, 2,500 years ago. He taught the way to "right" understanding in life, and the practices to help end suffering through detachment, compassion, and non-judgment.
  - And **Sikhism** was founded by **Guru Nanak** in India in the 1500s. Many Sikh men maintain a strong visual identity as part of their faith practice (i.e., the **turban**.) Their sacred text includes teachings from many spiritual traditions of the world.



- **Optional:** Teachers who want to provide more specific information regarding each religion can also utilize the following videos:
  - Hinduism - <https://www.youtube.com/watch?v=9EICcU9oN-s>
  - Buddhism <https://www.youtube.com/watch?v=Lxq-RiLb-6M>
  - Jainism - [https://www.youtube.com/watch?v=h\\_VA7mWWn58](https://www.youtube.com/watch?v=h_VA7mWWn58)
  - Sikhism - <https://www.youtube.com/watch?v=g-ejxm-QHn4>

### “Dharma”

5. Next, focus students on the word “**dharma**,” which was briefly mentioned in the clip. Ask them to share anything they think they know about this concept and explain that dharma is a key spiritual concept with multiple meanings in [Hinduism](#), [Buddhism](#), [Sikhism](#) and [Jainism](#). Tell students they are going to view a 5 minute clip that will tell them more about this and that they should fill out the middle of their worksheet with words, phrases and/or sketches that represent what they think Dharma is. After the clip, discuss using the questions below.

- ***The Indian Focus on Serving Others - “Dharma” | 46:22 - 51:20***
  - This segment begins with a quote from Gandhi: “The best way to find yourself is to lose yourself in the service of others.” What does this mean? What examples are shared in this segment of Indians following this philosophy? (i.e., Priya Sunil Kishnani becoming a doctor, not for the money to but make society a better place; Jayant Baliga with a dream of creating a technology to help mankind rather than a dream of getting rich; Dr Jindal’s *People’s Medical Clinic*; Rakesh and Dolly Agarwal’s eye clinics; etc.)
  - What is Dharma and what are some of the various ways that Indians live by this belief?
    - For Indians, the commitment to family, providing for community, and sustaining a spiritual society is ongoing through their belief in “[Dharma](#).” Usha describes Dharma as “duty, duty to oneself, to take care of your inner self, and create the peace and harmony within, so that you can express that in the world. To do something in the greatest good of all is Dharma.”
  - What does Vandana’s father always asking “Whom did you help today” tell you about the Indian culture? How does this compare to the typical American culture?
  - Why did Priya want to become a doctor? Why did Jayant want to work in technology?
  - In what ways does Gandhi’s spirit of service continue to influence Indians and their contributions to communities across NC today?
  - If you yourself are connected with any religion, do you see any comparisons between your beliefs and Dharma? Explain.

### Other Religions Practiced & Welcomed in India

6. Explain to students that while Hinduism is the most practiced religion of India, its second most practiced religion is not one of the four that claims India as its birthplace. Allow students to predict what this religion is then let them know that behind Hinduism (as of the 2011 census), Islam was noted as the most popular faith, with 14.2% adhering to it. The remaining 6% (as of 2011) adheres to other religions (Christianity, Sikhism, Buddhism, Jainism and various indigenous ethnically-bound faiths). Let students know that

Christianity is actually the 3rd largest religion in India. Play the one-minute clip for students and use the discussion questions below to debrief.

- **Other Religions Welcomed in India | 24:20 – 25:19**

- In addition to the four major faiths practiced in India, what religions from outside the Indian subcontinent are practiced there? (**Judaism, Zoroastrianism, Christianity, and Islam**)
- What countries do you typically associate the practice of Islam with? Does it surprise you that Islam is the second most practiced religion in India?
- In this clip a quote from the [RigVeda](#) was shared: “May all noble thoughts come from all corners of the Universe.” How is this concept illustrated in India’s diversity of religion?
- What examples do we see of not only a diversity of religion, but a tolerance of such diversity? Is this common in other parts of the world, even in America? Explain.
- Were you surprised to hear that India has the second largest Muslim population in the world? How does this change your conception of Islam?

### Indians Maintain Religious Practices & Build Faith Communities in North Carolina

7. Ask students to focus on Afroz Taj’s comment at the end of the clip they just viewed, who says that “India is a garden of all kind of flowers, and they know how to live with each other.” (This quote is also available for projecting on [slide 20](#) of the PPT.) Ask students to discuss what they think he means by this. Ask students to then evaluate whether they think this philosophy is one that is true of America. Have students consider what it might be like to come to a new country where the religion that you practice is looked upon as totally foreign, or even negatively due to the lack of knowledge surrounding it. How might you cope?
8. Play a final four-minute clip for students that addresses the ways Indians have built faith communities in North Carolina. Ask students to fill in their worksheets as they watch and answer: How have Asian Indians maintained their religious practices in North Carolina, while still integrating with the community here? Use the discussion questions below to further debrief the segment.

- **Indians Maintain Religious Practices & Build Faith Communities in North Carolina | 25:20 – 29:50**

- Although Indians often came together in temples to practice their varied religions, why do you think they also “yearned to replant their own [specific] faith traditions?”
- What challenges did Indian immigrants face in maintaining their diverse faiths in a predominantly Christian North Carolina? Why do you think people from different religions sometimes negatively judge those who practice other religions, even though the root of what they believe in (faith, love, family, etc.) can be similar?
- What is a [Gurudwara](#) and where was the first one built in North Carolina? What does Herjit’s family’s willingness to travel 100 miles to worship there tell you about the importance of religion and community in their **Sikh** faith?
- Why is having a [mosque](#) so important to Muslims?
- How do you think practitioners of Hindu felt when a [Hindu temple](#) was opened in 2009 in Cary, NC?
- According to Ajantha, why are the various religious spaces of Indian faiths – such as [temples](#),

**mosques** and **Gurudwaras**, as well as Indian Orthodox and Catholic churches – an important aspect of the Asian Indian experience in North Carolina?

- Marisa Dsouza stated, “We incorporate our food, we incorporate the way we dress, and we incorporate some of the Indian festivals. We have a [Keralite](#) friend and we celebrate [Onam](#) with rosary and after the rosary all the non-Christian friends came to join in the celebration.” How does this one comment illustrate the great respect, tolerance and acceptance of all faiths and practices that Indians encompass? Similarly, how does Parul’s grandmother respond when he asks her why she has [Mahavir Bhagwan](#), some Hindu idols, and a small picture of Jesus?

9. Project [slide 23](#) for students to examine. It is worth noting to students that in America, the religious shares of Indian Americans are markedly different from those of India itself (where an estimated 79% of the population is Hindu and only 2.5% is Christian. (Source: <http://www.pewresearch.org/fact-tank/2014/09/30/5-facts-about-indian-americans>) Teachers may want to ask students to hypothesize why the difference.

### Religion Scrapbook Assignment

10. As a culminating activity, students (individually or in partners, depending on the teacher’s discretion) will delve further into one particular religion mentioned during class by creating a scrapbook of that religion. Provide students with the attached assignment sheet and go over the details, accepting any questions students have and letting them know how much class time (if any) and homework time will be provided for completion. Teachers should edit the attached assignment sheet to include additional specifics that might be needed for a particular class (i.e., how many pages a scrapbook should contain, specific questions to answer, a written description to accompany the scrapbook, etc.)

Name: \_\_\_\_\_



## Religion Scrapbook Assignment

Circle the religion you will research:

Hinduism      Buddhism      Jainism      Sikhism      Judaism      Zoroastrianism      Christianity      Islam

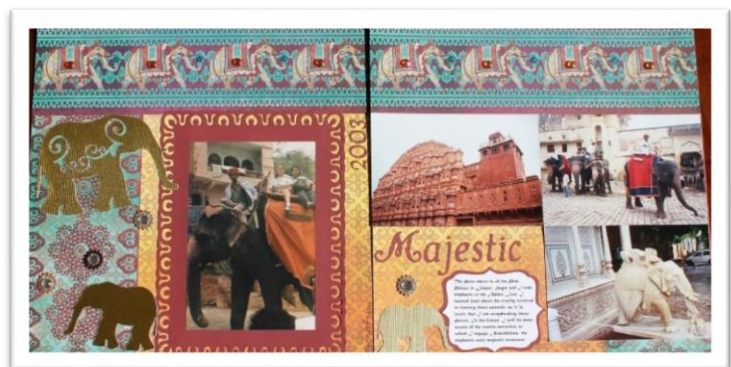
Scrapbooks are fun ways to express your creativity. They include compiling and collaging various images, clippings, drawings, text, etc. in creative and meaningful ways. For this assignment, you will create a scrapbook of the religion assigned to you that will educate its reader about the religion and pull them in visually. To do this, you must research the religion and gather information and images, then decide how to put your research together and display it in a creative and visually appealing way. Final scrapbooks can be done digitally (a technological scrapbook in a platform of your choice, such as Google Slides or Power Point) or by hand.

While you have some creative leeway in what you present and how, your scrapbook must contain information about the religions:

- Founders/Prophets/Key Figures
- History/Historical Aspects
- Key Beliefs/Tenants
- Prayers/Quotes
- Symbols
- Practices (Prayers, worship habits, meditations, etc.)
- Accessories of Practice (dress, head covering, jewelry, face/body paint, etc.)
- Spaces for Worship/Architectural Features/Artistic Features
- Events/Celebrations/Holidays
- Presence of Religion in America/North Carolina

In true scrapbook form, you should include labels with the visual images that explain the necessary information. In addition to images, consider including excerpts of text, quotations, symbols and hand drawings. You should also think about the overall design and “feel” of your scrapbook as it relates to your particular religion. Have fun and be creative!

Questions/Notes:



## 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.





## Remarkable Journey Discussion Guide

(Segments by Topic/Theme and Corresponding Discussion Questions)

### Cultural Differences | 0:00 – 3:25

- What cultural differences are noted between North Carolina and India in this segment? Given these differences, what do you imagine it would have been like for these Asian Indians to take such a “leap of faith” on immigrating to North Carolina?
- What mistake did Christopher Columbus make?
- Steve Rao notes, “The story of my father – the story of other immigrants – is the American story.” What do you think he means?

### 3:25 – 7:17 History of Influence from India

- What are the various ways India has impacted the West throughout history, even very early on? “For thousands of years, spices, gold, and precious stones, spiritual and political wisdom, stories and fables, science, medicine, and mathematics, traveled westward from the ancient civilization of the Indus Valley.”
- What is **Sanskrit** and why was it so important to the rest of the world?
  - Discuss with students how modern European languages actually have their roots in Sanskrit, which is one of the oldest written languages on Earth. “...through translations of Sanskrit, Tamil, and other Indian writings, Western scholars discovered that India's influence - in Asia and beyond to the west - had been widespread, and spanned millennia.”
- Why did many generations of artists, intellectuals, scientists, and civic leaders visit India? What are some examples of the ways such visitors were influenced by India’s music, art, spiritualism & philosophies? (i.e., Dr. Martin Luther King, Jr. was greatly influenced by **Mahatma Gandhi’s non-violent resistance** to injustice.)
- Who was Mahatma Gandhi and what influence did he have throughout the world?
- Why do we sometimes fail to realize (or give credit to) the numerous ways this country has actually been influenced (for the better) by India?
- The film opened with a passage from Mark Twain’s 1897 *Following the Equator*: “India is the cradle of the human race, the birthplace of human speech, the mother of history, the grandmother of legend, and the great grandmother of tradition.” What message is Mark Twain conveying, and how does some of the information shared in this segment relate to this passage?
- What types of people were emigrating to America from India and why were they interested in coming to this country?
  - “Indian immigration to the United States had begun early in the 20th century, but the 1960's saw a new wave of talented and ambitious Indians – many educated in medicine, technology, and the

sciences, leaving behind severe unemployment at home, for the opportunity to pursue their careers elsewhere.”

- What risks were immigrants such as Fasih, Pravin and Arvind, as well as their entire families, taking by coming to the United States? (i.e., Arvind’s father mortgaged the family’s house) Why do you think they were willing to take such large gambles on the promise of America?
- What was the **Immigration and Nationality Act of 1965** and how did it “open the doors” for Asian India migration?
- What types of skills did Indian professionals offer that were needed throughout North Carolina? (i.e., engineers, scientists, doctors & medical research, textile engineers, etc.)

### Cultural Challenges | 7:18 – 11:35

- Naiter Chopra arrived in the US in the 1970s, when the effects of Jim Crow were still evident throughout North Carolina and many schools were still segregated. In what way does he, and other Asian Indian educators, make a positive impact on North Carolina education during this time?
- Does it surprise you to hear that Johnston County, NC had a billboard that said “The KKK Welcomes You to Johnston County?” How do you think this sign impacted the community (black, white and immigrants, including Asian Indians?)
  - The billboard promoting the KKK stood on U.S. 70 near Smithfield. It was constructed in 1967 and remained for all who drove by for 10 years, until it was dismantled in March 26, 1977.)
- In what ways does Tejpal Dhillon feel the impact of prejudice and racism?
- According to Usha (the teaching artist) and Santosh (the accountant), why were North Carolinians initially uncomfortable around Indians? Why do you think humans often times fear what looks or seems different to them?
  - Discuss some of the physical aspects of Indian culture that may be unfamiliar or misunderstood, such as the [bindi](#), [sari](#), and [turban](#).)
- Despite not always feeling welcomed, in what ways did Indian immigrants persevere and contribute to North Carolina?
  - Discuss former Governor Pat McCrory’s statement: “These immigrants came with talent that our country desperately needed. The way the future power plants were built in the Carolinas – the nuclear and fossil power plants - were mainly designed by the incredible engineering talent coming from India to Charlotte and the Carolinas.”
- Consider renowned chemist Mansukh Wani, who serves as just one example of the incredible contributions by immigrants to North Carolina and America. If he had allowed the unwelcoming attitudes many Indians encountered to force him to return to India, how would our country have suffered without him?
- In what ways and why does the perception of Asian Indians begin to change? What does Ajantha Subramanian mean when she says “this was not the old South – this was the **New South**”? Do you think this holds true today in regards to how immigrants are viewed? Explain.

### Welcome and Acceptance | 11:36 – 13:01

- With textiles providing a common thread between India and North Carolina, what do Harshad, Jay, and Mrs. Rao experience from North Carolinians?

- To further explore Indian textiles, go to [www.malkha.in](http://www.malkha.in).
- Mrs. Rao commented, “These are the folks who took me [into] their arms, they took me [into] their homes... they are my folks. Even I dressed different, even I talked different, but they never made me like I am a different person.” How does hearing this make you feel?
- How does this level of acceptance fit into your concept of America and the American Dream?

### America’s Opportunity | 13:02 – 15:00

- Dr. Man Mohan Sawhney discusses how it was a “magical experience” to move from a **caste-oriented society** in India to a **class-oriented society** in the United States. What is the difference of these two forms of societies? What did America offer that India did not, and why do you think he characterized this as “magical?” (Discuss how in India it had not been easy to change careers. America offered a new kind of freedom and opportunity.)
- How do you think Subhash Gumber and his wife Kawaljit Pasricha feel about America and why? Why do you think they become emotional when discussing their immigration to the US?
- Subhash and Kawaljit are living examples of what it looks like to follow your dreams. He stated, “And here, you can change all your life and change is good, change is considered good.” Is following your dreams always easy? Explain. What might you be risking in doing so?
- Consider the quote by Jawaharlal Nehru (the first Prime Minister of India and a central figure in Indian politics before and after independence), “Life is like a game of cards. The hand you are dealt is determinism; the way you play it is free will.” What message is he trying to convey? How does this message apply to many of the Asian Indian immigrants you’ve met in Remarkable Journey?

### History of India & How it Propelled Immigration | 15:02 – 16:33

“The founding generation of NC’s Indian community had arrived from one of the world’s most ancient civilizations. Just as North America attracted British attention in the 17th century, so had India’s vast riches; and she became the “**Jewel in the Crown**,” Britain’s wealthiest colony. Three centuries of [colonization](#) provided an infrastructure that connected her many states. English became the official language of communication, eventually equipping educated Indians to be competitive in the international job market. But Britain had also exploited India’s resources and people, leaving much of the population in dire poverty. Powered by [Mahatma Gandhi’s philosophy of nonviolence](#), India finally achieved independence in 1947. It was also a difficult moment in her history, as new tension between **Muslim** and **Hindu** communities, fanned by the British, led to partition and the creation of **Islamic Pakistan**.”

- Why do you think India was nicknamed the “Jewel in the Crown?”
- What impact did colonization have on India?
- How did India’s 1947 achievement of independence impact daily life and work?
- Why did this propel many people to choose to start businesses in the US?

### 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?

### Creating Community in North Carolina Despite Great Diversity in India | 18:37 – 20:40

- Although Indians, as the narrator states, “came from the world’s largest and most diverse democracy – a land of 29 states, each with their own unique languages, traditions, and religions,” what leads them to form a strong knit community of support and trust in North Carolina? How do the humorous anecdotes that Parul Shah and Garry Gobind Bhojwani share illustrate this?
  - “Although they came from the world’s largest and most diverse democracy – a land of 29 states, each with their own unique languages, traditions, and religions -here in NC, these newcomers, fellow strangers in a strange land, relied on their shared roots to build their new communities.”
- Moni Sawhney notes, “The fathers of the Indian freedom movement, Gandhi, and Nehru, and Patel...the theme was that ‘we’re all Indians.’ I think without our knowing, we began to come closer to the dreams of the founding fathers of India. We did become ‘Indians.’” Why do you think this is the case?

### The Four Major Faiths of India | 20:41 – 24:19

The wisdom and teachings of ancient India’s **Sages**, or **Rishis**, handed down through oral tradition, inspired and laid the foundations for early Indian civilization. Considered sacred revelations, these were called ‘**the Vedas**’- and contained knowledge of the sciences, healing practices, hymns, arts, stories, and the basic tenets of a **Hindu** philosophy of life. **Jainism**, guided by **Mahavira**, emphasizes total nonviolence, expressed in the word “**Ahimsa**.” **Mahatma Gandhi** was deeply influenced by Jain philosophy. **Prince Siddhartha Gautama** was a Hindu who became the **Buddha**, 2,500 years ago. He taught the way to “right” understanding in life, and the practices to help end suffering through detachment, compassion, and non-judgment. And **Sikhism** was founded by **Guru Nanak** in India in the 1500s. Many Sikh men maintain a strong visual identity as part of their faith practice (i.e., the **turban**.) Their sacred text includes teachings from many spiritual traditions of the world.

- While to Pall and Sawtanter Sandhu “the most beautiful angle about India is its diversity,” what is the “common thread” that weaves the entire population together?  
What are the four major faiths of India and what do you know about each? (Hinduism, Buddhism, Jainism, & Sikhism)
- Usha says that “**Hinduism** to us is **Sanatana Dharma**.” What does this mean?
  - “Basically it’s a nature religion where we are looking at peace and harmony, both within ourselves and also with the environment around us.” Go to <http://veda.wikidot.com/sanatana-dharma> for additional information.
- What does Moni mean in saying that Hinduism is not just a religion, but a lifestyle? What are some of the aspects of Hinduism mentioned in this clip? (“...the many images are symbols through which Hindus experience the concept of a unifying, universal spirit: **Brahman**. That one-ness is represented by the **bindi**, from the **Sanskrit** word “bindu” – a symbol that is seen as the source of all creation.”)

- Usha notes that “The ancient sages said ‘All paths to God are valid – and therefore all religions have to be honored. **Vasudhaiva kutumbakm**’...they looked at the ‘**whole world as one family**.’” What is your opinion of this concept, from the Sanskrit? Do you think this is a common world view, the “whole world as one family?” Explain.

#### Other Religions Welcomed in India | 24:20 – 25:19

- In addition to the four major faiths practiced in India, what religions from outside the Indian subcontinent are practiced there? (**Judaism, Zoroastrianism, Christianity, and Islam**)
- In this clip a quote from the [RigVeda](#) was shared: May all noble thoughts come from all corners of the Universe.” How is this concept illustrated in India’s diversity of religion?
- What examples do we see of not only a diversity of religion, but a tolerance of such diversity? Is this common in other parts of the world, even in America? Explain.
- Were you surprised to hear that India has the second largest Muslim population in the world? How does this change your conception of Islam?
- Afroz Taj say’s that “India is a garden of all kind of flowers, and they know how to live with each other.” What does he mean by this?

#### Indians Maintain Their Religious Practices & Build Faith Communities in North Carolina | 25:20 – 29:50

- Although Indians often came together in temples to practice their varied religions, why do you think they also “yearned to replant their own [specific] faith traditions?”
- What challenges did Indian immigrants face in maintaining their diverse faiths in a predominantly Christian North Carolina? Why do you think people from different religions sometimes negatively judge those who practice other religions, even though the root of what they believe in (faith, love, family, etc.) can be similar?
- What is a [Gurudwara](#) and where was the first one built in North Carolina? What does Herjit’s family’s willingness to travel 100 miles to worship there tell you about the importance of religion and community in their **Sikh** faith?
- Why is having a [mosque](#) so important to Muslims?
- How do you think practioners of Hindu felt when a [Hindu temple](#) was opened in 2009 in Cary, NC?
- According to Ajantha, why are the various religious spaces of Indian faiths – such as [temples](#), [mosques](#) and **Gurudwaras**, as well as Indian Orthodox and Catholic churches – an important aspect of the Asian Indian experience in North Carolina?
- Marisa Dsouza stated, “We incorporate our food, we incorporate the way we dress, and we incorporate some of the Indian festivals. We have a [Keralite](#) friend and we celebrate [Onam](#) with rosary and after the rosary all the non-Christian friends came to join in the celebration.” How does this one comment illustrate the great respect, tolerance and acceptance of all faiths and practices that Indians encompass? Similarly, how does Parul’s grandmother respond when he asks her why she has [Mahavir Bhagwan](#), some Hindu idols, and a small picture of Jesus?

## Festivals | 29:51 – 30:57

- What role do festivals play in the Indian culture?
- What are some of the festivals mentioned? ([Diwali](#), [Navratri](#) – where they do [garba](#), traditional dancing)  
Based on the images you saw and what you heard, what do you think it would be like to attend one of these festivals?

## Spiritual & Healing Practices - Yoga, Chanting, Meditation, & Ayurveda | 30:58 – 35:10

**Indian self-healing** knowledge also came from the [Vedas](#), further developed over thousands of years, and carefully transmitted by teachers to students through a meticulous code of memorization. Indian immigrants understood the need to bring this profound knowledge and health practice to their lives here. **Chanting** is a form of **meditation** created through sound vibrations that help to still the mind. Om is chanted in all four Indian faiths. "[Ayurveda](#)" - the ancient system of Indian medicine - means "the science of life". Today many of these time-tested healing practices, as well as healthful spices and herbs, are being adopted in mainstream Western medicine.

- In this clip we meet Swami, who established an [Ashram](#) in Yanceyville. How does he describe Yog ([yoga](#))? Why does he feel that the real practice of yoga has been lost?
- Why do many Indians practice **vegetarianism**?
- What type of philosophy and traditions surround Indian medicine and how do these compare to America's traditional view and practice around medicine and health?

## Art | 35:11 – 37:25

- This segment starts with a Rudyard Kipling quote: "If history were taught, in the form of stories, it would never be forgotten." What message is he conveying? Do you agree and why or why not?
- What role does storytelling play in Indian culture? Do you feel a similar culture exists in America? Why or why not? (Many Western fables and stories actually share roots in ancient Indian stories.)
- In what various creative ways is the culture and spiritual/self-healing practices of India transmitted? (i.e., through music, and dance, puppetry, and painting)
- What message is Asha Agarwal conveying when she notes: "This is my way of telling my kids... and I have written on this the different tenets from our [Gita](#)....And it says whatever happened was good, whatever is happening is good, whatever will happen will also be good...This is something I want the kids to get ingrained in them...we're trying to keep them grounded and give them the same values that we got from our parents and our great-grandparents."
- What lesson does Sampada say can be gleaned from the Indian art form of [Rangoli](#)?
  - "My art has always given me a lot of peace, a lot of joy. And when I recreate that kind of art, that the tribals used to do, it somehow connects me to the roots of India. The one thing which strikes me as very original about Indian art, especially in the everyday, especially the [Rangoli](#), is that it is a very temporary endeavor. It is here, gone tomorrow. And I think it conveys a very important aspect of life, which is 'nothing is for keeps' and 'you have to let go.' And the easiest way to learn that is by creating these beautiful designs that last only a day."

## Music and Dance | 37:27-41:14

- Based on what you saw and heard, how would you describe traditional Indian music and dance?
- How do Indians view music and singing? (i.e., Sajjan says, “Singing the hymn, that’s called [kirtan](#). Singing and music is the voice of God.”) In what ways have dance and music been central to Indian life? (i.e., Palghat notes, “The music is so integrally connected with the culture, and the spiritual aspect of it, the language aspect of it. It was not a choice. The music was all the time there for us to listen to.”)
- Is this true for the culture you identify with as well? Explain.
- From what aspect of life did Indian classical music arise? (As in the growth of Western music, Indian classical music arose out of faith practice.)
- Why do you think Indian immigrants prioritize maintaining a connection to traditional song and dance?

## Food | 41:15 – 43:06

- Have you ever traveled outside of the country, or been in a situation where you only had foods that were unfamiliar to you to choose from? What was this experience like for you? What to you imagine it is like to immigrate to a new country and not have access to all of the foods you have grown up with? (Discuss with students how we often overlook aspects such as this when considering the challenges and “culture shock” that immigrants face.)
- Have you ever had Indian food? How does it compare to traditional American Southern food?
- While the flavors might be different in many ways, what cultural similarities does Vimala (the owner of a [Chapel Hill café](#)) point out? Why is food so important to her? (“There are certain things that define the south that are now defining our restaurant: come as you are and be treated with hospitality and love and openness and open arms. I feel like everything I make is a memoir on a plate...and I just think if I cannot be in India, the memories will keep me alive, and this food is an expression of everything that I am.”)

## 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.”)

### **The Indian Focus on Serving Others - “Dharma” | 46:22 - 51:20**

- This segment begins with a quote from Gandhi: “The best way to find yourself is to lose yourself in the service of others.” What does this mean? What examples are shared in this segment of Indians following this philosophy? (i.e., Priya Sunil Kishnani becoming a doctor, not for the money to but make society a better place; Jayant Baliga with a dream of creating a technology to help mankind rather than a dream of getting rich; Dr Jindal’s *People’s Medical Clinic*; Rakesh and Dolly Agarwal’s eye clinics; etc.)
- What is Dharma and what are some of the various ways that Indians live by this belief?
  - For Indians, the commitment to family, providing for community, and sustaining a spiritual society is ongoing through their belief in “[Dharma](#).” Usha describes Dharma as “duty, duty to oneself, to take care of your inner self, and create the peace and harmony within, so that you can express that in the world. To do something in the greatest good of all is Dharma.”
- What does Vandana’s father always asking “Whom did you help today” tell you about the Indian culture? How does this compare to the typical American culture?
- Why did Priya want to become a doctor? Why did Jayant want to work in technology?
- In what ways does Gandhi’s spirit of service continue to influence Indians and their contributions to communities across NC today?

### **“Culture from Both Sides” – Indian AND American | 51:22 – 56:27**

- Usha describes the experience of immigration as a “hero’s journey.” What does she mean? What examples can you cite from throughout the film that exemplify this?
- Does it surprise you to hear Sonny say that his experience growing up as a kid wearing a turban in North Carolina was “pretty great?” Why or why not?
- What does Christeena mean by the phrase “a culture from both sides?”