**Caste System (India)**

**Callanan Middle School**

**Patterson**

W) – separate resource on weebly

Underline- rationale the students should walk away with

Blue Word – Click on blue word and hold down “ctrl” button

The purpose of this lesson cycle is for students to understand how the caste system help organize Indian society and the attempts at reforming the policy.

|  |  |  |
| --- | --- | --- |
| **Level 2** | **Level 3** | **Level 4** |
| Specific vocabulary such as:  Caste system, Five parts of the caste system, social mobility | Explain, with examples, how different levels of the caste system affect people’s daily lives. | Do you believe a caste system exists in the United States? Justify your position |

**Day 1**

|  |  |
| --- | --- |
| **Warm Up**  What is culture?  Pull up vocabulary picture from Sub Africa  India Documentary – [Link](https://www.youtube.com/watch?v=sMksIZx5mI0)  Actually watch documentary  Elements of Culture Sheet  -page 3 | Intro to Indian culture |

**Day 2**

|  |  |
| --- | --- |
| **Warm Up**  Simulation – Day 1  Have the untouchables rip up small pieces of paper. Have the warriors throw it everywhere and then force the untouchables to clean it all up.  -page 8-9 | Students define Caste System  Reincarnation  Roles/Expectations  Simulation  Assume Groups |

**Day 3**

|  |  |
| --- | --- |
| **Warm Up**  Simulation – Day 2  Depending on the total number of karma students get placed into new Caste system  Caste1.pdf (W)  -differentiate readings, have students make a poster of what happened in class, show/explain what is going on  Debrief simulation  Level 2 Assessment  -page 5 | Hinduism/reincarnation  Caste System – Historical Systems (Stability) reincarnation  Historically |

**Day 4 - Computers Needed**

|  |  |
| --- | --- |
| **Warm Up**  Who has an email that they remember the password to? If no…. it’s homework  Central Idea of Primary and Secondary Sources Assessment (W)  Split into Groups  -groups are separated into two or threes, depending on class size, separation is based on group work data  Show How to Register and Use Class Jump  Teach how to respond to each other’s argument  Register  Work on Sample Thread  Post links | Essential Question  Gandhi  Caste System Today in India  Affirmative Action in India |

**Day 5 – Computers Needed**

|  |  |
| --- | --- |
| **Warm Up**  Register  Day 1 – Potential Discussion Board Questions  Does the Caste System exist today?  Who was Gandhi and what role did he play in ending the Caste System?  Show clip of Gandhi of nonviolence from movie | Caste System in the United States?  American Dream and Social Mobility  Raw Data/Affirmative Action  Gandhi and MLK  Come up with potential links |

**Day 6 - Computers Needed**

|  |  |
| --- | --- |
| **Warm Up**  Does the United States have a caste system?  How would we know if one exists?  Day 2 – Potential Discussion Board Questions  How are MLK and Gandhi similar?  What did they fight for?  How did they try and achieve their goals?  Who was more successful? |  |

**Day 7 - Computers Needed**

|  |  |
| --- | --- |
| **Warm Up**  Does the United States have a caste system?  How would we know if one exists?  Day 3 - Potential Discussion Board Questions  Does the United States have a caste system?  How would we know if one exists?  What can be done to increase social mobility?  Affirmative Action | Political Cartoon? |

**Day 8**

|  |  |
| --- | --- |
| **Warm Up**  Discussion Board Review & Rank Teammates  -page 14  Economic Interdependence Assessment  -page 3-4  CNN News |  |

**Lesson Extensions**

**Name:**

**Block: Indian Culture**

**Teacher:**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Definition** | **Indian Culture** |
| 1. | **Social Organization** | How the community is organized. |  |
| 2. | **Customs and Traditions** | Way people act, wear, what they eat, and their laws. |  |
| 3. | **Language** | How people communicate with each other. |  |
| 4. | **Religion** | What you believe in and your understanding of the meaning of life. |  |
| 5. | **Art and Literature** | The ways people entertain themselves. |  |
| 6. | **Forms of Government** | The people or group that control the population and provide/enforce the laws. |  |
| 7. | **Economic Systems** | How people make money and earn a living |  |

**Name:**

**Block: Economic Interdependence**

**Teacher:**

|  |  |  |
| --- | --- | --- |
| **Level 2** | **Level 3** | **Level 4** |
| Specific vocabulary such as:  Caste system, Five parts of the caste system, social mobility, reincarnation | Explain, with examples, how different levels of the caste system affect people’s daily lives. | Do you believe a caste system exists in the United States? Justify your position |

***Level 2 Understanding/Skills\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

**Directions**: *Define the below vocabulary words using complete sentences. Your answer must show mastery of the word.*

1. Caste System- (Include a drawing)

2. Reincarnation-

3. Social Mobility-

**Name:**

**Block: Economic Interdependence**

**Teacher:**

|  |  |  |
| --- | --- | --- |
| **Level 2** | **Level 3** | **Level 4** |
| Specific vocabulary such as:  Caste system, Five parts of the caste system, social mobility, reincarnation | Explain, with examples, how different levels of the caste system affect people’s daily lives. | Do you believe a caste system exists in the United States? Justify your position |

***Level 2 Understanding/Skills\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

**Directions**: *Define the below vocabulary words using complete sentences. Your answer must show mastery of the word.*

1. What is the Caste System?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Label and describe the five different levels of the Caste System.

|  |  |  |
| --- | --- | --- |
|  | **Role Name** | **Role Description** |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |
| 5. |  |  |

3. What is reincarnation?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. What is social mobility?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Level 3 Understanding/Skills\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

**Directions**: *Answer the following questions in complete sentences. Your answer must show mastery of the material.*

5. Explain, with examples, how different levels of the caste system affect people’s daily lives.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Level 4 Understanding/Skills\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

**Directions***: Write a response to the prompt below. To receive credit for having level 4 understanding, you must show your mastery of the material and of the questions being asked. Responses are not necessarily limited to paragraph form and can include maps, charts, graphs, etc. You are assessed on the quality of your ideas, not your use of punctuation, grammar, etc.*

**Do you believe a caste system exists in the United States?** Justify your beliefs by providing specific evidence to support your stance.

**Caste System Simulation**

**Callanan Middle School**

**Patterson**

**Introduction**

The caste system has helped define Indian culture over the decades. It provided stability for the Indian people by grouping people together and providing purpose in their lives.

**Activity Rules**

1. Each person begins the game with 9 karma points. (Many Hindus believe nine is a lucky number)

2. Each person will draw a card from the “Basket of Karma” with his or her role.

3. Players may gain karma points for a number of right actions.

-Proper respect for members of higher castes.

-Kind and generous treatment towards other members of the same caste.

- Joyful completion of tasks assigned to you.

4. Players may lose karma points for a number of inappropriate actions.

-Being mean to other students

-Not calling people above you “Mam” or “Sir”

-Failing to show proper respect for individuals in higher classes.

-Failing to complete the tasks assigned to you.

5. Mr. Patterson is playing the role of Brahma, the World Soul which pervades all life and controls all actions in the universe. He controls who earns and loses Karma points

**Steps**

1. Pick roles

-pick roles out of the Basket of Karma, make nametags.

2. Brainstorm

-separate by groups and discuss your new role, come up with extra tasks they want done

3. Assigned Tasks

-complete assigned tasks on the back of this sheet

4. Reading/Questions

**Caste System Roles**

**Brahmins - Priest**

**Description**- You are the priests of society and spend most of your time in religious thought.

**Task-** You are at the top of Indian society. If you need something done you may ask the warriors to carry it out (be creative). You will need to tell the artists what to create (a play, a drawing, folding paper)

**Kshatriyas – Warrior**

**Description-** You are the elite warrior class who rules over society and helps Mr. Patterson enforce the rules of the simulation.

**Task-** When you see people not acting like they should report it to Mr. Patterson and he will make remove a karma point from the offending individual.

**Vaishyas** – Business Person or Artist

**Description-** The members of your class are either business men or artist.

**Task-** Your job is to create a piece of art worthy of the class. The priests/Brahmins will tell you what to do if you need help.

**Shudras -** Worker

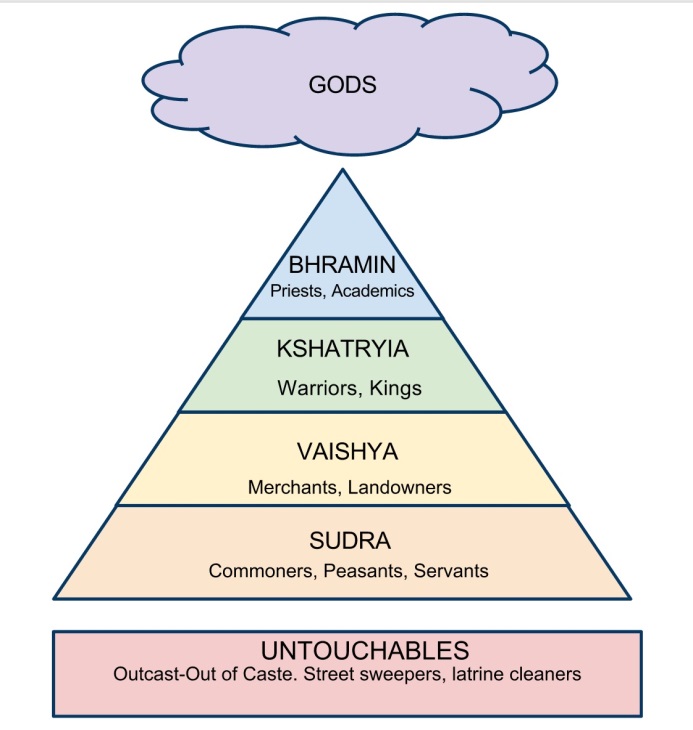
**Description-** You are a worker who does hard work for the class.

**Task-** Your first job is to sharpen color pencils. When you finish ask the Brahmins what they want done next.

**Reading-** Your job is to write down the answer to the questions.

**Pariahs -** Untouchables

**Description-** Nobody likes you…..you are below Justin Bieber and Yellow Laffy Taffy’s. People believe that they will become dirty if they talk to you.

**Task-** You may not leave your taped area. Rip up pieces of paper the size of pennies until you are told to stop.

**Karma Tracker**

|  |  |  |
| --- | --- | --- |
| **Name** | **Role** | **Points** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Class Jump**

|  |  |
| --- | --- |
| **Directions**  1. Log in to the computer  2. Go to Google  3. Search “Class Jump”  4. Click on the top result  5. Search for “Callanan”  6. Click Mr. Patterson  7. Register for your block  Your username should be the first names of you group members….  NellyKanyeCurtisJackson  8. Turn in the bottom slip when completed |  |

Cut Paper Here

Group Member Names:

Username:

Email:

Password:

**Class Jump Login Information**

|  |  |  |  |
| --- | --- | --- | --- |
| **Block** | **Group Member Names** | **Email** | **Password** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Name:**

**Block: Discussion Board Feedback**

**Teacher**:

**What did you like about using the discussion board?**

**What did you not like about using the discussion board?**

**What can I change to make it easier?**