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Video Page



No Longer Outcastes **Teacher's Guide**

This Teacher's Guide includes the following:

- Suggested Lesson Plan
- Preview Questions
- Key Terms
- Viewing Guide
- Discussion Questions
- Activity: Who Chooses
- Quiz
- Enrichment and Integration Activities
- Answer Key

Suggested Lesson Plan

These materials may be used in a variety of ways. For maximum benefit, we suggest the following lesson plan:

- As a class, discuss the Preview Questions and Key Terms.
- Distribute copies of the Viewing Guide for students to use as a note-taking tool during the video.
- Play the video, pausing if needed to facilitate understanding and note-taking. (Teachers may want to turn on subtitles.)
- Review and discuss answers to the Viewing Guide using Answer Key as a guide.
- Use Discussion Questions to spark class discussion, or assign these questions as homework.
- As a class or in small groups, complete the Who Chooses Activity.
- Replay the video as preparation for the Quiz.
- Administer and grade the Quiz using Answer Key as a guide.
- Optional: Assign one or more Enrichment Activities as homework or do as a class.

No Longer Outcastes

Preview Questions

(These are meant to be read aloud by the teacher.)

1. What do you know about India?
2. What is the caste system?
3. What is economic freedom? Can a person be free without it?
4. What if you were assigned to a certain social status for your whole life, based on who your parents were? How would you feel? Would it affect your hopes and dreams for your future?

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Key Terms and Definitions

Caste system – the traditional organization of South Asian, particularly Hindu, society into a hierarchy of hereditary groups called castes or jatis. Marriage occurs only within caste, which is fixed by birth, and each caste is associated with a traditional occupation, such as weaving or barbering. Hindu religious principles underlay the caste hierarchy and limit the ways that castes can interact.

Dalit – the “untouchables” – the lowest members in the caste system.

Discrimination – the unjust or prejudicial treatment of different categories of people or things

Economic freedom -- the right to choose how to produce, sell, and use your own work and resources, while respecting others’ rights to do the same and to compete freely

Entrepreneur – a decision maker who assumes the risk of trying innovative approaches and products and pursuing projects in the expectation of realizing profits

Indentured – bound by contract into the service of another person

Middle class – the social and economic class between rich and poor

Prejudice – literally, to pre-judge someone or something, based on a preconceived opinion that is not based on reason or actual experience.

Name: _____

Date: _____

No Longer Outcastes **Viewing Guide, page 1**

1. It's predicted that...by 2050 India will have the world's largest _____.
2. In the past 20 years nearly a quarter of a _____ people have risen out of poverty.
3. India gained its independence from the _____ in 1947.
4. By the late 1980s, more than half of this huge country lived in _____.
5. In 1991, India opened up its markets...and started trading with other countries. They gave much more _____ to average people who wished to start their own business.
6. Economic freedom brings changes far beyond just making _____ and providing for your family.
7. Since ancient times many people in India have been separated by the _____ system.
8. Your caste would determine who you could _____, the kind of jobs you could do, the level of respect you could expect to receive...in life.
9. People at the lower castes, in particular the Dalits, really lacked human _____.
10. Decades of government programs to assist those in lower castes have done little to lessen its _____ impact.

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No Longer Outcastes **Viewing Guide, page 2**

11. Caste discrimination was officially illegal, and...the government designed a _____ system intended to allow members of the lowest castes access to education and government jobs.

12. In the late 1990s India's telecommunication networks were exploding, and the demand for _____ was enormous.

13. Madhusudana saw his opportunity....His entrepreneurial passion had been ignited, and within months he formed his own _____.

14. After his initial _____, Madhusudana formed other companies and partnerships, some successful and some not.

15. Despite questions about his background, Madhusudana forged ahead, eventually founding a major _____ firm.

16. Madhusudana has overcome the _____ limitations of birth. Still, there are social barriers created by the caste system.

17. Almost 22% of India's population still lives in poverty today. But...20 years ago the poverty rate was over _____.

18. "The way to kill caste is a rising, growing, _____ economy."

19. Hundreds of millions of people left absolute poverty to enter a _____ lifestyle.

20. This is happening because of the abilities of _____ people. The potential was there all the time.

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Discussion Questions

1. By the late 1980s, forty years after independence, what had India's democratic government achieved in its efforts to end poverty?
2. Beginning in 1991, what changes started to have an impact on poverty?
3. How did the caste system affect the lives of people in India?
4. What had the government tried to do about the plight of people in India's lower castes?
5. What impact did these government programs have? Why do you think this was the case?
6. Where do the Dalits fit in India's caste system?
7. What was life like for Dalits in the village where Madhusudana and his family are from?
8. What choices did Madhusudana's father have when it came to supporting his children?
9. How was Madhusudana able to attend school? Why did his family sacrifice so much to make this possible?
10. Why didn't the government program giving Dalits access to education and government jobs achieve its goal?
11. Why did Madhusudana go to the city in search of work after graduation? Why didn't his degree open doors for him?
12. How did Madhusudana finally land his first job? What did he do next?
13. Why didn't Madhusudana want to settle for a government job?
14. After achieving success in business, how did the caste system still affect Madhusudana? How did he respond?
15. Besides his extended family, who else has benefited from Madhusudana's success?
16. What is the difference between social barriers and economic barriers?
17. How has economic freedom allowed people to rise out of poverty in India?
18. Do you think economic freedom will eventually succeed in breaking down social barriers in India? Explain.

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Activity:

Who chooses? Who benefits? Who pays? What's fair?

[These four questions can be a useful tool for evaluating any policy or system. Posing the questions is a great way to stimulate critical thinking.]

As a class, or in small groups, discuss the following:

(For each question, think broadly about all the possible people or groups of people who may be affected, and remember there may be non-monetary costs and benefits.)

- Under the caste system, what choices does a person have? What choices are denied that person?
- Who pays or suffers under the caste system? How do you think it affects top castes? Do they benefit from it? Are they hurt by it? Explain.
- How did India's government attempt to change the choices Dalits faced? What was it that continued to constrain their choices?
- How did a growing economy create more choices for Madhusudana? Who all benefits? Does anybody pay for this? Explain.
- What choices made it possible for Madhusudana to overcome the economic and social barriers of the caste system?

Name: _____

Date: _____

No Longer Outcasts Quiz, page 1

1. In the past 20 years, nearly _____ people in India have escaped poverty.
 - A) 2,500,000
 - B) 25,000,000
 - C) 250,000,000
 - D) 2,500,000,000

2. Since ancient times, people in India have been separated by _____.
 - A) the caste system
 - B) the honor system
 - C) the quota system
 - D) race

3. In India, the Dalits were _____.
 - A) economically successful, but social outcasts
 - B) economically disadvantaged, but socially respected
 - C) at the very lowest level of society
 - D) at the highest level of society

4. By the late 1980s, _____.
 - A) poverty had been nearly eliminated in India
 - B) over half of India's population still lived in poverty
 - C) almost everyone in India lived in poverty
 - D) India's economic reforms had brought an end to discrimination

5. In the late 1990s, what industry was rapidly expanding in India?
 - A) Banking and finance
 - B) Software development
 - C) Renewable energy
 - D) Telecommunications

Name: _____

Date: _____

No Longer Outcastes Quiz, page 2

6. What changed in India in 1991?
- A) Discrimination was outlawed.
 - B) The economy was opened to trade and entrepreneurship.
 - C) The caste system was abolished.
 - D) Foreign aid was dramatically increased.
7. What has been the most effective in improving the lives of Indians in lower castes?
- A) Anti-discrimination laws
 - B) Government welfare programs
 - C) Subsidies for business
 - D) Economic freedom
8. How was Madhusudana able to attend school?
- A) He received a scholarship.
 - B) He worked after school and during summer vacation.
 - C) His mother and sisters all went to work.
 - D) His brother worked.
9. Madhusudana grew up in _____.
- A) a rural village
 - B) a middle-class suburb
 - C) a government housing project
 - D) an urban slum
10. Why didn't Madhusudana want to take a government job?
- A) Making more money in his own company allowed him to better help his large extended family.
 - B) He thought a desk job would be boring.
 - C) He thought he was overqualified for a low-level government position.
 - D) There were no government jobs available in his village.
11. How does the caste system affect Madhusudana now?

No Longer Outcastes

Enrichment and Integration Activities, page 1

I. Writing: Untouchables. Write a diary entry describing how you might feel being a child in the Dalit caste growing up in a remote village in India at a time before the government reforms. What would your life be like? What choices would you have? What kind of future would you have? What kinds of things would make you happy? Would you dream of leaving the village when you grow up, or would you be content with your lot in life?

II. Impact Activity: Pass out notecards to your students. Have them write down a job they see themselves doing in 10 or 15 years. What obstacles may stand in their way? How will they overcome those obstacles?

Now randomly pass out the “job cards” (printed from the sheet provided following this section – some cards have been left blank so you can fill in more job options of your choosing for your students.) Let students know that because of their caste, because of the circumstances of their birth, this is the job they will do for their livelihood. There is nothing wrong with any of these jobs – however...students are no longer free to choose what they will do. Have them discuss/write about how they feel about this. How do they like having their options limited by the circumstances of their birth? What if they were assigned to a job (like lawyer) that they have no aptitude for? What if they had the aptitude/abilities to be a lawyer, but were assigned a physically intensive job, like ditch-digging? Does being free to choose their future path lead to more happiness? How so? What if they were given tests to discover where their skills/aptitudes lie, and then were told what job they would have to do? Is that concept any better or worse for future happiness than the freedom to choose? Is it better or worse than the caste system? Explain/discuss.

III. Class Research Project: India. Divide the class into small groups, with each group focusing on a different aspect of India—history, geography, religion and culture, government, economy. Each group should present a report to the class, complete with visual aids such as pictures, drawings, maps, and charts. As a reward for all your hard work, have a class luncheon featuring Indian food.

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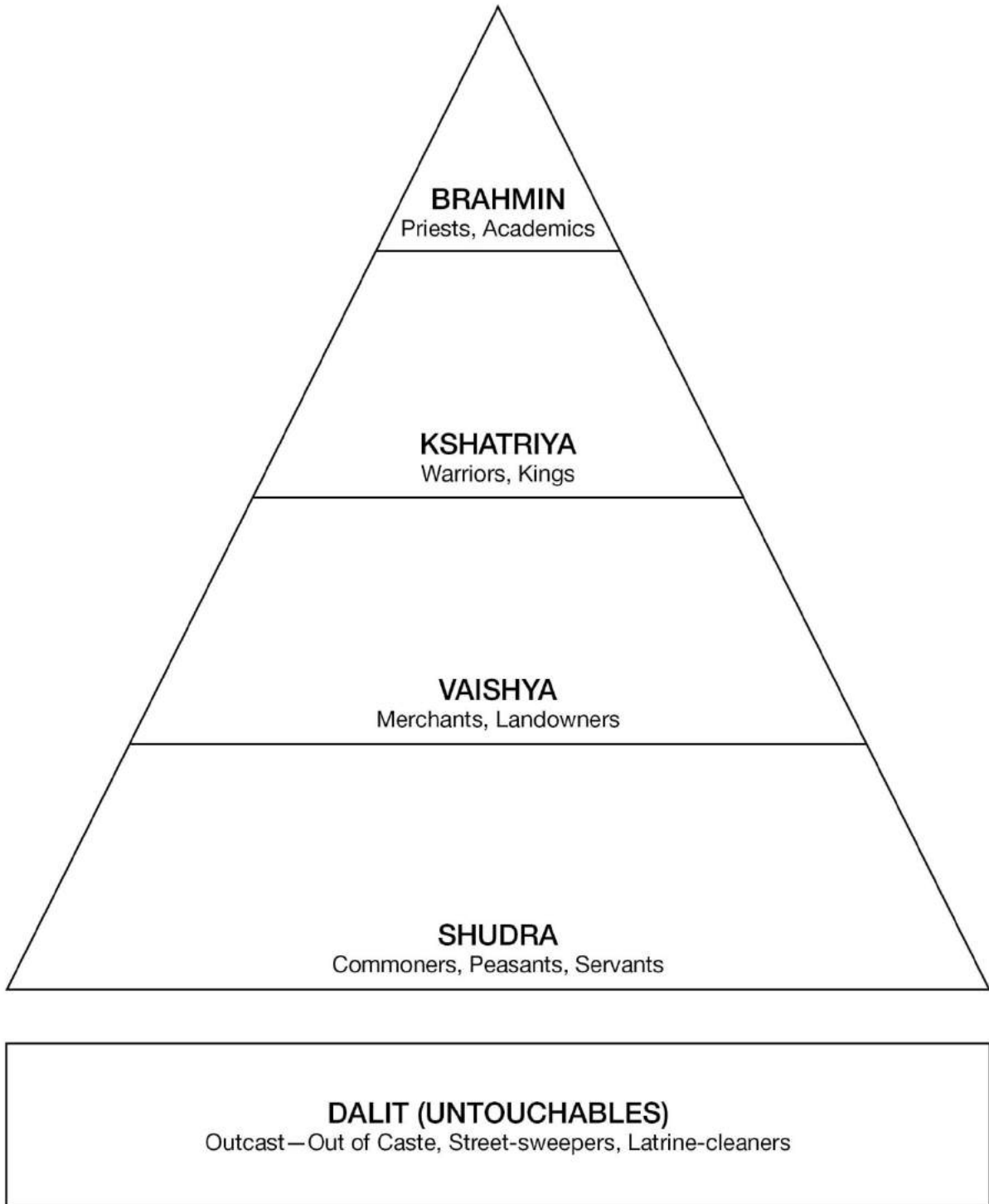
Enrichment and Integration Activities, page 2

- IV. Research Project: The Caste System. Working individually or in small groups, learn about the caste system in India. What is it? What are its origins? Why did it last for so long? Did it change over time? What purpose did it serve? How well did it work? What happened to the caste system under British rule? What changed after independence? What is the status of the caste system today? What are its future prospects? Create a written report that includes graphics illustrating the structure of the caste system.
- V. Research: Economic Systems. What was India's economic system like before the reforms in 1991? Starting from the time of independence, what was the role of the government in the economy? What goals were set, what programs were enacted, and what were the results? What happened to India's GDP over the years? What about the poverty rate? Why did the government finally enact the reforms highlighted in the video? Present your findings in a report using PowerPoint.
- VI. Writing: Socioeconomic mobility. Write an essay comparing life in India and America, focusing on choices. To what extent can a person choose what they will become? To what extent are people constrained by the circumstances of their birth? What opportunities are open to people? What are the challenges and roadblocks to success? What is success? How is it defined, and by whom? How hard is it for ordinary people to succeed?
- VII. Reading & Technology: Read a book about India. Create a video review or a video book-trailer about the book. Share your video with the class.

Job Cards

Doctor	Lawyer	Barber
Garbage Collector	Plumber	Dishwasher
Fruit picker	Congress Member	Farm hand
Roofer	Weaver	Ditch digger
Teacher	Computer Operator	Electrical Engineer

Caste Chart



No Longer Outcastes

Viewing Guide Answer Key

1. economy
2. billion
3. British
4. poverty
5. freedom
6. money
7. caste
8. marry
9. dignity
10. social
11. quota
12. workers
13. company
14. success
15. construction
16. economic
17. 45%
18. competitive
19. middle class
20. ordinary

Quiz Answer Key

1. C) 250,000,000
2. A) the caste system
3. C) at the very lowest level of society
4. B) over half of India's population still lived in poverty
5. D) telecommunications
6. B) The economy was opened to trade and entrepreneurship.
7. D) economic freedom
8. C) His mother and sisters all went to work.
9. A) a rural village
10. A) Making more money in his own company allowed him to better help his large extended family.

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