

TEACHER'S NOTES

SECTARIANISM

CASE STUDY - INDIA

(KS3)

LEARNING OUTCOMES:

- Pupils will improve their understanding of sectarianism globally
- Pupils will explore some sectarian incidents in India
- Pupils will think about the impact these experiences have had on the people of India
- Pupils will begin to realise that sectarianism happens not only in N Ireland but all over the world

SUGGESTED STRUCTURED ACTIVITIES TO REINFORCE LEARNING OUTCOMES:

- Debate
- Workshops
- Role play
- Pupil journal
- Collages

RESOURCES:

Video clip (3 mins 14 secs) Located in 'Case study – India', Sectarianism section.

World religions map - in Religion section of this site. Information provided on religious conflicts in other parts of the world.

Web articles - links to these listed on 'Case study – India' page on this site

SUGGESTED TIMING: 1 hour (depending on size, receptivity and ability of class)

LESSON SEQUENCE:

Preparation

- As homework, ask pupils to look at the web articles listed on the 'Case study – India' page of this site, particularly those about the incident at Ayodhya, as well as the World religions map which gives details of 7 religious conflicts.
- BRAINSTORM
If you have not done any other lessons in the Sectarianism section – do a brainstorm on the word Sectarianism.
(Use Glossary on this website if necessary)

But

If you have done other sectarianism lessons just start with the questions.

- Where in the world would you find sectarianism?
- With which religions would you associate sectarianism?

- **VIDEO CLIP**

Tell pupils that this is a difficult video clip which shows sectarianism in India and ask them to consider the following questions while watching it.
(Write questions up on the whiteboard.)

- What are the two main religions in India?

(NB - tell them after watching the video clip that there are more Muslims in India than there are in Pakistan. Pakistan is a Muslim country created in 1947 after a religious civil war on the Indian sub-continent.)

- What were the Hindus destroying at the start of the clip?
- Why were they doing this?
- What led to the creation of Pakistan in 1947?
- Was this tearing down of a mosque an isolated incident?
- Were the Muslims the only victims according to this clip?
- Can you think of similar sectarian incidents that have happened in Northern Ireland?
- Have you witnessed this type of sectarian attack in Northern Ireland?

Students watch video clip

Consideration of questions asked
(including help with lesson glossary if required)

- **ACTIVITY (optional)**

Explain that often we have a narrow view of things. We see the sectarianism in Northern Ireland and fail to see that it happens in other parts of the world.

In this task ask the students to stand in a large circle and put their arms out from their sides. They are then instructed to (without moving their feet) swivel their upper body around as far as it can go and point to a spot in the room. This spot measures the distance they got turned round to.

Then ask them to close their eyes and imagine turning around again to the same spot, but then stretching even further past it.

Get the class to put out their arms and actually swivel once more to see if they can get past the spot they originally pointed to.

(Note: they usually get past that spot)

The point you are trying to introduce is that when we think of an issue like sectarianism we can have a very parochial attitude to it. However, when we move outside our immediate context we can see there are other places that have the same problems and taking a look at them might help us find solutions eg South Africa.

Task

Write the two words SECULAR and FUNDAMENTALIST up on the whiteboard.
(Lesson glossary provides definitions if required)

Explain how India is trying to be a secular country but as we have seen (in the video clip) the government is under pressure from various fundamentalist groups.

Under each word write a brief description of how each would impact on a country – example descriptions given below.

Secular	Fundamentalist
No one religion would be treated better than another religion by the government.	One religion would be seen to be correct and would influence the government heavily.
No religion would be treated worse than another religion by the government.	Other religions would be seen as incorrect, inferior and would be treated badly by the government.
By law all religions would be treated equally.	By law the one chosen religion for the country would be treated as superior to the others.

Pupils to debate -

" Do you think that a country should have laws that favour one religion (fundamentalist) or favour no particular religion (secular)?"

Homework

Pupils write into pupil journal their thoughts on the lesson in general and ask themselves how they would feel living in (1) a secular country and (2) a fundamentalist country.

EXTENSION ACTIVITIES

Explore in more detail the Religion section of this site and the web articles listed on the 'Case study – India' page.

LESSON GLOSSARY

Fundamentalism: Sticking strictly to old and traditional religious beliefs and customs, with no acceptance of modern developments.

Hindu: Someone who believes in and practises Hinduism. Hinduism began in India about 5,000 years ago. It is not a single unified religion and has no individual founder.

Hindu nationalists: These are Hindus who want India to be a country for Hindus and are unhappy that it is a secular state (it neither supports nor opposes any particular religious beliefs or practices).

Hindu temple: A place of worship for Hindus.

Mosque: A place of worship for Muslims. Mosques are also used as community places and places of study and learning.

Muslim: A person who follows the religion of Islam.

Secularism: Where religious or spiritual matters are not taken into consideration. Believing that religion should play no part in the running of a country.

Shrine: A holy place, where people often worship.