



Teacher's Guide

Popular struggles and movements

Part 4

Based on the NCERT curriculum for Standard X



JANAAGRAHA CENTRE FOR CITIZENSHIP & DEMOCRACY

Janaagraha's initiative to improve citizen engagement in India's democracy through their civic learning program

Developed in collaboration with Young Leaders for Active Citizenship (YLAC)

Popular struggles and movements | Teacher's Guide (4/4)

Part 4

Class X
Board – CBSE
Subject – Social Science
Textbook – Democratic Politics-II for Class X (NCERT)
Chapter 5 – Popular struggles and movements
Number of parts – 04
Length – 70-90 minutes (estimated, for a class of 40-45 students)

Note: Teachers may divide the lesson plan into as many periods as they see fit

Section I – What are we going to learn and why is it important?

Learning objectives

Students will:

- Analyze popular movements around the world in detail.
- Design and present a student led movement on some of the pressing problems in society.

Learning outcomes

Students will be able to:

Address issues in their neighbourhood and the larger society through collective action-joining an existing movement/creating a movement.

Key Terms

Black lives matter	Me too movement	African-American	Sexual harassment
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Materials needed

- Laptop to screen the picture in the opening activity and for videos,
- Chart papers and coloured pens/ sketch pens.

Section II – How are we going to learn?

1. Opening Session: Building a hook

Time: 10 minutes

Materials needed: Laptops to display the pictures (projectable versions of pictures in the appendix)

Facilitation notes:

- So far, we have spoken about movements across India and the world. These movements, popular struggles were all aimed at one thing- it was an effort by the people to bring about a change that they wanted in society.
- In the last class we saw different stories of struggle where people struggled to keep the spirit of democracy alive.
- Let's start with three questions that each of you have to answer for me. (Ask the students to note these down):
 - a) What are the three things that, according to me, make for a perfect society.
 - b) How is India faring on these three things right now?
 - c) How will I fix this problem?
- Take five minutes to think of each of these points. Be as specific as you can.
- (After 5-6 minutes) Society has always been pushed forward by people who have had problems with its functioning. By people who dreamt of a better world and by 'common' people who did extraordinary things.
- Okay. Now let's see pictures of a few past movements from our chapter and around the world. These movements changed the face of society. Let's see if we can recognise them.
- (The teacher to project these for the class and ask students to guess what these movements/ struggles are)

Picture	Name of the movement
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Source: [Economics of water](#)

The water war in Bolivia



Source: [LA Times](#)

The #MeToo Movement



Source: [The Better India](#)

The chipko movement



Source: Daily Mail

The protests after the Nirbhaya rape incident



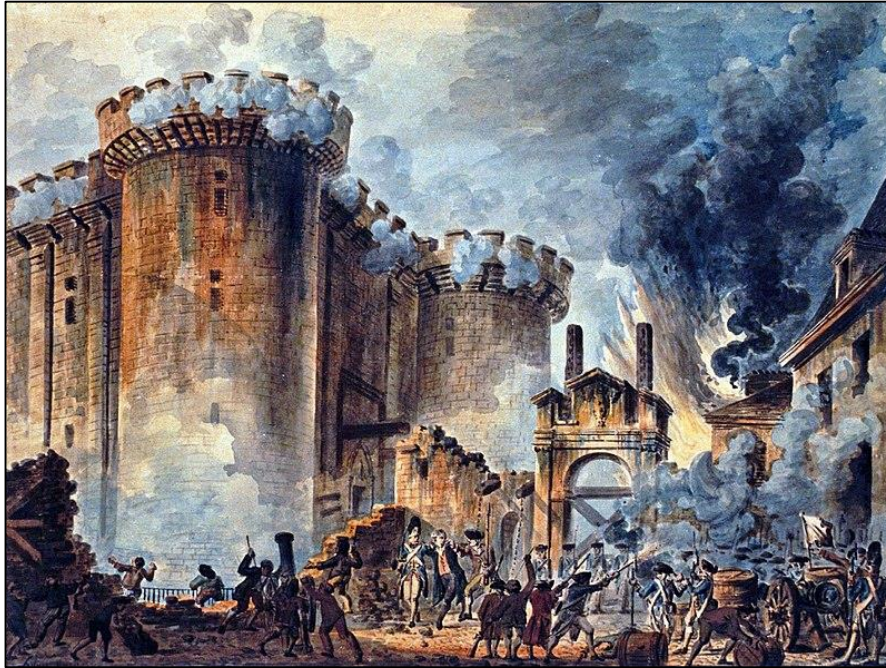
The Dandi March

Source: [The Hindu](#)



The civil rights movement in the USA

Source: [Absolutemag](#)



Source: [Wikipedia](#)

The french revolution

- Each of these movements changed the way we see our world today. They changed the future of countries and had impact that was not just social but political and economic as well.
- And each of these movements started with something very simple- anger and frustration for injustice and a desire to change it.
- Let's now deep dive and understand a few movements that we are seeing around us.

2. **Activity: Deconstructing movements**

Time: 30 minutes

Materials needed: Laptop and projector to screen the video

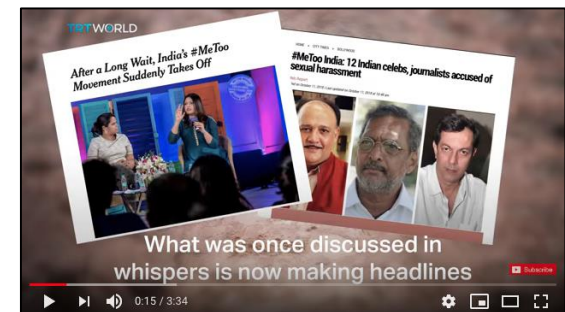
Facilitation Notes:

- Before we begin this section, I want the class to divide itself into three groups.
- I will show you three videos. You all will see these three videos but then you will go back into your groups and discuss only one video depending on what is assigned to you.
- (give students 2-3 minutes to make notes at the end of each video)

- Video 1: A look into the Movement’s history
The video is a short summary of the black lives matter movement that has taken centre stage in america in recent years in light of the growing police violence against black people.
Link: [Youtube](#)



- Video 2: #MeToo movement hits India hard
The video is an opinion video on how #MeToo movement has taken shape in India.
Link: [YouTube](#)



- Video 3: Here is how plastic trash is littering the Earth
The video shows clips and mentions statistics on plastic pollution.
Link: [YouTube](#)



- (now assign one movement to a group each and ask them to start discussing.)

- Every group will get an additional reading of a few more points. Read the points and answer the following questions:
 - How did the movement start?
 - Who were the stakeholders (specific and general interest groups)
 - How did the messages catch on?
 - What was the impact that was created?
 - An analysis of the successes and failures of these movements
- You have about 10 minutes to discuss these questions and then two people from each group will come and present the movement to the rest of the class. (printable versions of the sheets in the appendix)
- Expected points that the students will cover in their presentation:

	Black Lives matter	#MeToo movement in India	Environmental movement
How did the movement start?	The movement started in response to the killing of innocent African American black men by the hands of white police in America in 2013.	This movement started in India when Tanushree Dutta, a Bollywood actress renewed allegations of sexual harassment against co-star Nana Patekar. It caused a domino effect inspiring women across the country to share their own experiences.	The world faced a crisis of ocean plastic, with an estimated 18 billion pounds of plastic waste entering the world's ocean, this was alarming. Hence this movement to ban and reduce the use of plastic and look for alternatives started.
Who were the stakeholders	The African- American community in America, the white police officers, the government, the American criminal justice system	Women of the country, society as whole	citizens of the world, environmental institutions, governments of various countries
How did the messages catch on?	The term Black Lives matter was coined in 2013 by three African American women in response to the acquittal of a white man accused of killing an African American in the states. But it became a movement after the killing of another African American in 2014. By the use of social media the word spread rapidly.	The movement began to spread virally in October 2017 as a hashtag on social media	Through various researches, the adverse effect of plastic on the environment was realised and that is how the people decided to join this movement against the usage of plastic.
What was the impact that was	The African-American community	Women around the country started	People all over the world are

<p>created?</p>	<p>was able to draw the attention of the world to the issue, confronted politicians on the issue, and created an ongoing demand for change.</p>	<p>coming out and sharing their stories with the world, and there were certain consequences such as shutting down of some prominent production houses and TV shows.</p>	<p>looking out for options to reduce and reuse plastic.</p>
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De-brief:

- We saw three very important movements in India and around the world. Each of these movements ended up getting widespread support and even impacted policies. While the black lives matter was slightly more sectional in nature, the #MeToo movement found resonance with women around the world- even women who may not have directly faced harrasment. The movement against plastic is something that affects all of us and has struck a chord with people and companies around the world.
- A key message of this discussion is that these movements did not happen ages ago. They are not even movements for democracy and neither did they take any violent turns.
- Movements can be forceful or peaceful. And they can have very real, long term results.
- Also, these movements, especially the black lives and #MeToo was largely led by ordinary people.
- You do not need to be powerful or famous to make a change. Sometimes, you only need to raise your voice.

3. Be the change: designing your own movement

Time: 5 minutes

- After looking at the three movements, it is safe to say that the freedom to voice out your opinion is the biggest blessing of today’s time. It is also a freedom lot of people do not have. As a democratic country, we are blessed to live in a society that let’s us voice our opinions and be heard
- Also in this age of information and technology, it is easier to spread the word through social media.
- But sometimes this can be misused to gain public support and cause more harm than good to the society. We already studied how the Jat Andolan in Haryana took the form of a violent riot where people were killed. This is only one of the many communally motivated struggles that India has seen. There are several examples of religious movements that were essentially aimed at creating a disadvantage for another community and ended up turning violent.
- Another important example is the Cauvery water dispute between Karnataka and Tamil Nadu. Cavery is an important source of fresh water for the two states and there have been regular clashes between the two states in court for a fairer water split. These conversations have often led to public led riots and disputes that have often taken the shape of communal fights between the two states. Large number of people have been mobilised by politically motivated groups and caused damage to life in property in both the states.

[\(Source\)](#)

- It is thus important to be fully aware of the things we share and stand up for.
- Let's now design our own 'popular struggle' or 'mass movement'
- (before proceeding further, divide the students into four groups. Each of the groups is given 2 sheets of chart paper and some sketch pens)
- The activity is fairly simple. You have the following four topics:
 - Group one: Making school more gender equal
 - Group two: Making neighbourhoods safer for girls
 - Group three: Making school and home more environment friendly
 - Group four: Creating more awareness about voting
- It is important to note that each of these movements is student led. Which means you need to be thinking of ideas that can actually be implemented.
- To stream line your thoughts, think on the following lines:
 - Who are the stakeholders involved in these demands.
 - What are the major demands that we are making (and how can we make it easier for the people in authority to implement these demands.
 - How will we create awareness about this issue?
 - In how much time do we seek change?
 - How will we gauge if our movement is a success?
- (Give students 15 minutes to prepare and then 2-3 people from each group come and present their groups ideas.)

Note to the teacher:

Once the students come and present their cases, do a short question and answer round on each theme. Get the students to cross question the presenters and focus on how they will come up with very feasible demands or changes that can immediately be implemented.

Closing:

- Well done class!
- You all came up with some very interesting demands. The purpose of this activity was not to see immediate results but for you all to think carefully as to how long term changes can be brought about by short term actions.
- Every small step counts and if you go back to any successful movement in history, they all have one thing in common- a large number of people who saw value in it and gave it support.
- As you studied popular struggles across these chapter, I hope you take these lessons forward and become agents of change in your own lives and those of others.

Section III: Assessment

- Give an example of a movement led by a sectional interest group? (black lives matter, civil rights movement in the USA, French revolution, Jat Andolan)
- When do movements get mass support? Give any three points?
- Give any three points of caution that can lead to failure of movements.

Section IV: Closure

Recap by the teacher

Time: 5 minutes

- We started the class by looking at the pictures of the struggles we had studied.
- Then we read about three new stories of struggle, Black lives matter, Metoo Movement and the environmental movement.
- While Black lives matter was a sectional interest group led struggle that later became an international movement, the other two were movements with universal appeal.
- In both the cases people from various background who shared a common interest came together to struggle for it.
- We then went ahead and designed a movement for ourselves and experienced that any such movement requires careful planning and that each one of us can raise our voices for matters that we are concerned about in any possible manner.
- The one key message for us to remember is that we do not need to be rich or powerful to bring about a change. There is great strength in unity and the smallest acts of resistance can change the world.

Section V: Homework:

1. Pick one of the following two struggles and answer the below questions
 - a. French Revolution
 - b. Revolt of 1857
 - i. Why did the struggle start?
 - ii. Who were the key stakeholders in the struggle?
 - iii. What did the struggle hope to achieve?
 - iv. What were the key problems in the struggle that led to failure?

Section VI: Additional resources

Resources for students:

1. Article: Selma to montgomery march

The article details the events that led to the passing of the universal bill of rights in America

Link: [history](#)

2. Article: 7 point strategy by Mahatma Gxandhi

The article very interestingly details the strategies used by Mahatma Gandhi that made him so effective at mass mobilisation.

Link: [icytales](#)

3. Article: India's #MeToo Moment Came Late, but It Will Be Transformative

An opinion article on the ripple impacts of the #MeToo movement in India.

Link: [Foreignpolicy](#)

Resources for teachers:

1. Book: They Can't Kill Us All: Ferguson, Baltimore, and a New Era in America's Racial Justice Movement

It offers a historically informed look at the standoff between the police and those they are sworn to protect, showing that civil unrest is just one tool of resistance in the broader struggle for justice. As the author brings vividly to life, the protests against police killings are also about the black community's long history on the receiving end of perceived and actual acts of injustice and discrimination.

Link: [Amazon](#)

Appendix: The following pictures are to be displayed during opening activity







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Printable worksheets for the activity deconstructing movements

Black Lives Matter

- The history of African Americans reiterates the Slavery period which is one of the world's most disgraceful act.
- Several activists such as Nelson Mandela, Martin Luther King, Rosa park rose up for the end of slavery and equal rights.
- Black Lives Matter (BLM) is an international activist movement, originating in the African-American community.
- It campaigns against violence and systemic racism towards black people.
- Black Lives Matter regularly holds protests speaking out against police killings of black people, and broader issues such as racial profiling, police brutality, and racial inequality in the United States criminal justice system.
- We will watch a video to understand this better.
- Some of the demands that the AfricanAmericans have under this movement include economic justice, political power, communal power- where communities control the laws and institutions and policies that are meant to serve them, reparations, an investment in the education, health and safety of Black people and an end to the criminalization and killing of innocent black people .

#MeToo Movement

- The Me Too movement (or #MeToo movement), with a large variety of local and international alternative names, is a movement against sexual harassment and sexual assault.
- The movement began to spread virally in October 2017 as a hashtag on social media in an attempt to demonstrate the prevalence of sexual assault and harassment, especially in the workplace.
- The use of the #MeToo hashtag on social media spread quickly in India.
- Several lists of alleged rapists and harassers started spreading on social media in India.
- There was a 54% rise in sexual harassment reporting between 2014-17 in India according to reports
- This was one of a kind movement where women from all spheres of society came together to speak about such a sensitive issue for the first time in such a large scale in our country.

International movement against plastic

- The world is waking up to a crisis of ocean plastic, with an estimated 18 billion pounds of plastic waste entering the world's ocean from coastal regions.
- But as the world's plastic problems are snowballing so is public awareness and action.
- Let's talk about some shifts that we saw in the last few years.
- **Peru restricts single-use plastic-** Visitors will no longer be allowed to carry in single-use plastics into Peru's 76 natural and cultural protected areas.
- **Washington D.c. plastic straw ban begins-** By July, businesses in the district will begin receiving fines if they continue to offer plastic straws.
- **250 groups launch massive global plastic partnership-** Two hundred and fifty organizations such as clothing company H&M, Unilever, PepsiCo, L'Oreal, Nestle, and Coca-Cola, responsible for 20 percent of the plastic packaging produced around the world have committed to reducing waste and pollution.
- **DISNEY announces ban on plastic straws-** The Walt Disney Company announced a ban on single-use plastic straws and stirrers at nearly all its theme parks and resorts.
- This indicates that the issue has received more attention from the media, public, and politicians the world over recently, which is a good news for the world.

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