

# Week 7 Agenda: U2 Identities in South Asia

## India and South Asia: From Area Studies to Ethnic Studies

Understanding how a nation is built is complicated enough for us to narrow our focus to just one country: India. This week we'll introduce a number of competing visions as to how India should have been formed into a nation-state. Students will have an opportunity to specialize a bit and then share that knowledge out.

### Optional Readings for Teachers or as Class Text

- DeVotta and Ganguly Ch. 4 "The Political System" by Eswaran Sridharan (pgs. 91-116)
- Mines and Lamb Ch. 26 "Political Praise in Tamil Newspapers: The Poetry and Iconography of Democratic Power" by Bernard Bate (pgs. 354-370), "Mala's Dream: Economic Policies, National Debates, and Sri Lankan Garment Workers" by Caitrin Lynch (pgs. 371-383), & "Interviews with High School Students in Eastern Sri Lanka" by Margaret Trawick (pgs. 384-398)
- Nanda Ch. 1-8
- Talbot Ch. 9 "Nehru and the 'New' India" (pgs 149-164) & Ch. 10 "Pakistan's Failure in Democratic Consolidation" (pgs. 164-180)
- Wadley Ch. 13 "Ethnic Conflict in Sri Lanka" by Robert Oberst (pgs. 201-214)

### LESSON #1: Creation of an Indian National Identity

Optional Bell-Ringer: Have you heard of Mohandas Gandhi before? Did you learn about him as Mahatma Gandhi instead of Mohandas? Why do you think that is?

#### Purpose

- Ultimately students will compare and contrast a number of competing visions of how the new state of India should have shaped its national identity. There is also a skill-based goal: to take a broad research question, dig in, modify research goals if needed, and use the information discovered to draw conclusions. Each student will specialize in a particular thinker's set of ideas. They will be given a research guide along with that assignment. Their research will be used to create a one-pager in this week's second lesson. Next week, they will share the results of these investigations with each other.

#### Prep

- Assign each student an individual to research – there is a research guide for each potential research topic. The typical set of databases (Gale eBooks, JSTOR, EBSCO, ProQuest) schools and/or public libraries provide should be sufficient for all of the needed research.
- You could also have students do this in groups with one member for each research topic – or have them initially research independently and then form groups based on having the same assigned topic so they can compare notes.
- Copies of the relevant research guide for each student (below).

- Note: There have been a number of political leaders in India with the last name Gandhi (for example, Indira Gandhi) – they are not related to the Mohandas Gandhi we are studying here.

#### Procedure

1. Provide students with the research guide that matches their assigned individual.
2. Ensure that students know how to access any academic databases your school or local library provide.

# Research Guide: Mohandas Gandhi

1. Divide your notes into three sections: Biography, Vision of National Identity, and Legacy.
2. Create a References page where you will keep track of your sources.

You will be examining Gandhi's life and writings in order to understand his impact on the formation of Indian national identity. As you conduct your research, record each source on your References page and give it a number. Whenever you take notes from that source, include the source's number on the notes.

Your research question:

## **How did Mohandas Gandhi contribute to the formation of India's national identity?**

As you conduct your research, you will be seeking a response to that question. As with any research project, you may not find information neatly laid out according to an assignment's list of expectations.

Your goal at this stage is to collect information and consider how that information helps you to answer your research question – or fails to.

The product you will create using this research is a one-pager – a visual and verbal presentation of what you've learned and your own response to that learning.

Gandhi quotations to get you started:

"By patriotism I mean the welfare of the whole people, and if I could secure it at the hands of the English, I should bow down my head to them. If any Englishman dedicated his life to securing the freedom of India, resisting tyranny, and serving the land, I should welcome that Englishman as an Indian" (258).

"My Hinduism is not sectarian. It includes all that I know to be best in Islam, Christianity, Buddhism, and Zoroastrianism. I approach politics as everything else in a religious spirit. Truth is my religion and ahimsa [non-violence] is the only way of its realization" (272).

~ from deBary, William Theodore, ed. *Sources of Indian Tradition: Volume II*. New York: Columbia University Press, 1958.

## Suggested Research Sources

- Academic databases provided by your school's library or public library system (Gale, EBSCO, JSTOR, ProQuest, etc.)
- BBC's *Incarnations: India in 50 Lives* "Gandhi: In the Palm of Our Hands" (<https://www.bbc.co.uk/programmes/b072mvvr>)

## Research Guide: B.R. Ambedkar

1. Divide your notes into three sections: Biography, Vision of National Identity, and Legacy.
2. Create a References page where you will keep track of your sources.

You will be examining Ambedkar's life and writings in order to understand his impact on the formation of Indian national identity. As you conduct your research, record each source on your References page and give it a number. Whenever you take notes from that source, include the source's number on the notes.

Your research question:

### **How did B.R. Ambedkar contribute to the formation of India's national identity?**

As you conduct your research, you will be seeking a response to that question. As with any research project, you may not find information neatly laid out according to an assignment's list of expectations.

Your goal at this stage is to collect information and consider how that information helps you to answer your research question – or fails to.

The product you will create using this research is a one-pager – a visual and verbal presentation of what you've learned and your own response to that learning.

Ambedkar quotations to get you started:

"Hindu society as such does not exist. It is only a collection of castes. Each caste is conscious of its existence. Its survival is the be all and end all of its existence. Castes do not even form a federation. A caste has no feeling that it is affiliated to other castes except when there is a Hindu-Muslim riot. On all other occasions each caste endeavours to segregate itself and to distinguish itself from other castes" (50).

... you must give a new doctrinal basis to your Religion—a basis that will be in consonance with Liberty, Equality and Fraternity, in short with Democracy" (77).

~ From Ambedkar, Babasaheb. "Annihilation of Caste" in *Writings and Speeches: Volume 1*. Dr. Ambedkar Foundation, Ministry of Social Justice and Empowerment, Government of India, 2019. <http://drambedkarwritings.gov.in/content/writings-and-speeches/dr-babasaheb-ambedkar-writings-and-speeches-vol-1.php>

### Suggested Research Sources

- Academic databases provided by your school's library or public library system (Gale, EBSCO, JSTOR, ProQuest, etc.)
- BBC's *Incarnations: India in 50 Lives* "Bhimrao Ambedkar: Building Palaces on Dung Heaps" (<https://www.bbc.co.uk/programmes/b0736s58>)

# Research Guide: Jawaharlal Nehru

1. Divide your notes into three sections: Biography, Vision of National Identity, and Legacy.
2. Create a References page where you will keep track of your sources.

You will be examining Nehru's life and writings in order to understand his impact on the formation of Indian national identity. As you conduct your research, record each source on your References page and give it a number. Whenever you take notes from that source, include the source's number on the notes.

Your research question:

## **How did Jawaharlal Nehru contribute to the formation of India's national identity?**

As you conduct your research, you will be seeking a response to that question. As with any research project, you may not find information neatly laid out according to an assignment's list of expectations.

Your goal at this stage is to collect information and consider how that information helps you to answer your research question – or fails to.

The product you will create using this research is a one-pager – a visual and verbal presentation of what you've learned and your own response to that learning.

Nehru quotation to get you started:

"Communalism is essentially a hunt for favors from a third party – the ruling power. The communalist can only think in terms of a continuation of foreign domination and he tries to make the best of it for his own particular group. Delete the foreign power and communal arguments and demands fall to the ground. Both the foreign power the communalists, as representing some upper class groups, want no essential change of the political and economic structure; both are interested in the preservation and augmentation of their vested interests...

...Communalism thus becomes another name for political and social reaction and the British government being the citadel of this reaction in India, naturally throws its sheltering wings over a useful ally. Many a false trail is drawn to confuse the issue; we are told of Islamic culture and Hindu culture, of religion and old custom, of ancient glories and the like...

...It is time that Congressmen and others who have flirted with Hindu or Muslim or Sikh or any other communalism should understand this position and make their choice" (344-345).

~ from deBary, William Theodore, ed. *Sources of Indian Tradition: Volume II*. New York: Columbia University Press, 1958.

## Suggested Research Sources

- Academic databases provided by your school's library or public library system (Gale, EBSCO, JSTOR, ProQuest, etc.)
- BBC's *Incarnations: India in 50 Lives* "Jinnah: The Chess Player" (<https://www.bbc.co.uk/programmes/b072n5xh>)

## Research Guide: Vinayak Damodar Savarkar

1. Divide your notes into three sections: Biography, Vision of National Identity, and Legacy.
2. Create a References page where you will keep track of your sources.

You will be examining Savarkar's life and writings in order to understand his impact on the formation of Indian national identity. As you conduct your research, record each source on your References page and give it a number. Whenever you take notes from that source, include the source's number on the notes.

Your research question:

### **How did Vinayak Damodar Savarkar contribute to the formation of India's national identity?**

As you conduct your research, you will be seeking a response to that question. As with any research project, you may not find information neatly laid out according to an assignment's list of expectations.

Your goal at this stage is to collect information and consider how that information helps you to answer your research question – or fails to.

The product you will create using this research is a one-pager – a visual and verbal presentation of what you've learned and your own response to that learning.

Savarkar quotation to get you started:

"A country, a common home, is the first important essential of stable strong nationality; and as of all countries in the world our country can hardly be surpassed by any in its capacity to afford a soil so specially fitted for the growth of a great nation...

...No country in the world, with the exception of China again, is peopled by a race so homogeneous, yet so ancient and yet so strong both numerically and vitally...

...Mohamedans [Muslims] are no race nor are the Christians. They are a religious unit, yet neither a racial nor a national one. But we Hindus, if possible, are all three put together and live under our ancient and common roof" (330-332).

~ from deBary, William Theodore, ed. *Sources of Indian Tradition: Volume II*. New York: Columbia University Press, 1958.

### Suggested Research Sources

- Academic databases provided by your school's library or public library system (Gale, EBSCO, JSTOR, ProQuest, etc.)
- NPR's *Throughline* "Savarkar's India"  
(<https://www.npr.org/2019/05/23/726319930/savarkars-india>)

# Research Guide: Muhammad Ali Jinnah

1. Divide your notes into three sections: Biography, Vision of National Identity, and Legacy.
2. Create a References page where you will keep track of your sources.

You will be examining Jinnah's life and writings in order to understand his impact on the formation of Indian national identity. As you conduct your research, record each source on your References page and give it a number. Whenever you take notes from that source, include the source's number on the notes.

Your research question:

## **How did Muhammad Ali Jinnah contribute to the formation of India's national identity?**

As you conduct your research, you will be seeking a response to that question. As with any research project, you may not find information neatly laid out according to an assignment's list of expectations.

Your goal at this stage is to collect information and consider how that information helps you to answer your research question – or fails to.

The product you will create using this research is a one-pager – a visual and verbal presentation of what you've learned and your own response to that learning.

Jinnah quotation to get you started:

"It is extremely difficult to appreciate why our Hindu friends fail to understand the real nature of Islam and Hinduism. They are not religions in the strict sense of the word, but are, in fact, different and distinct social orders, and it is a dream that the Hindus and Muslims can ever evolve a common nationality, and this misconception of one Indian nation has gone far beyond the limits and is the cause of most of your troubles...

...To yoke together two such nations under a single state, one as a numerical minority and the other as a majority, must lead to growing discontent and final destruction of any fabric that may be so built up for the government of such a state...

...Muslim India cannot accept any constitution which must necessarily result in a Hindu majority government. Hindus and Muslims brought together under a democratic system forced upon the minorities can only mean Hindu raj [rule]...

...Mussalmans [Muslims] are a nation according to any definition of a nation, and they must have their homelands, their territory, and their state. We wish to live in peace and harmony with our neighbors as a free and independent people" (284-286).

~ from deBary, William Theodore, ed. *Sources of Indian Tradition: Volume II*. New York: Columbia University Press, 1958.

## Suggested Research Sources

- Academic databases provided by your school's library or public library system (Gale, EBSCO, JSTOR, ProQuest, etc.)
- BBC's *Incarnations: India in 50 Lives* "Jinnah: The Chess Player"  
(<https://www.bbc.co.uk/programmes/b072n5xh>)

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# Research Guide: Rabindranath Tagore

1. Divide your notes into three sections: Biography, Vision of National Identity, and Legacy.
2. Create a References page where you will keep track of your sources.

You will be examining Tagore's life and writings in order to understand his impact on the formation of Indian national identity. As you conduct your research, record each source on your References page and give it a number. Whenever you take notes from that source, include the source's number on the notes.

Your research question:

## **How did Rabindranath Tagore contribute to the formation of India's national identity?**

As you conduct your research, you will be seeking a response to that question. As with any research project, you may not find information neatly laid out according to an assignment's list of expectations.

Your goal at this stage is to collect information and consider how that information helps you to answer your research question – or fails to.

The product you will create using this research is a one-pager – a visual and verbal presentation of what you've learned and your own response to that learning.

Tagore quotations to get you started:

"We...are to win freedom for all humanity. We have no word for 'Nation' in our language. When we borrow this word from other people, it never fits us. For we are to make our league with Narayan [the god-like element in man], and our triumph will not give us anything but victory itself: victory for God's world" (240).

"From now onward, any nation which takes an isolated view of its own country will run counter to the spirit of the New Age, and know no peace. From now onward, the anxiety that each country has for its own safety must embrace the welfare of the world" (244).

~ from deBary, William Theodore, ed. *Sources of Indian Tradition: Volume II*. New York: Columbia University Press, 1958.

## Suggested Research Sources

- Academic databases provided by your school's library or public library system (Gale, EBSCO, JSTOR, ProQuest, etc.)
- BBC's *Incarnations: India in 50 Lives* "Tagore: Unlocking Cages" (<https://www.bbc.co.uk/programmes/b071tgbr>)



# Research Guide: Subhas Chandra Bose

1. Divide your notes into three sections: Biography, Vision of National Identity, and Legacy.
2. Create a References page where you will keep track of your sources.

You will be examining Bose's life and writings in order to understand his impact on the formation of Indian national identity. As you conduct your research, record each source on your References page and give it a number. Whenever you take notes from that source, include the source's number on the notes.

Your research question:

## **How did Subhas Chandra Bose contribute to the formation of India's national identity?**

As you conduct your research, you will be seeking a response to that question. As with any research project, you may not find information neatly laid out according to an assignment's list of expectations.

Your goal at this stage is to collect information and consider how that information helps you to answer your research question – or fails to.

The product you will create using this research is a one-pager – a visual and verbal presentation of what you've learned and your own response to that learning.

Bose quotation to get you started:

"The provisional government [created by the Indian Independence League in East Asia] is entitled to and hereby claims the allegiance of every Indian. It guarantees religious liberty, as well as equal rights and equal opportunities to all its citizens. It declares its firm resolve to pursue the happiness and prosperity of the whole nation and of all its parts, cherishing all the children of the nation equally and transcending all the difference cunningly fostered by an alien government in the past" (341).

~ from deBary, William Theodore, ed. *Sources of Indian Tradition: Volume II*. New York: Columbia University Press, 1958.

## Suggested Research Sources

- Academic databases provided by your school's library or public library system (Gale, EBSCO, JSTOR, ProQuest, etc.)
- BBC's *Incarnations: India in 50 Lives* "Subhas Chandra Bose: A Touch of the Abnormal" (<https://www.bbc.co.uk/programmes/b072jfcz>)

## **LESSON #2: Presenting a View of Indian National Identity**

Optional Bell-Ringer: Is it possible to attribute a country's national identity primarily to the thoughts of one person? How *do* national identities come into being?

### Purpose

- Now that students have specialized a bit by exploring one individual's conceptualization of Indian national identity, their task is to present the information and their thoughts about it in the form of a one-pager. A one-pager is not simply about sharing information; it is about concisely displaying what a student has learned *and* the student's response to it. It contains both visual and verbal elements. But it can only be one page, which requires students to be efficient and discerning with their thoughts.

### Prep

- Each student will need a blank sheet of white paper (if you are teaching virtually, you could allow each student one presentation slide – but do these by hand if you can)
- Students will need access to colored pencils or markers
- Copies of the One-Pager Presentation Directions for each student

### Procedure

1. Students should follow the directions on the One-Pager Presentation Directions sheet. The expectations in the directions should serve as a rubric for grading.

## One-Pager Presentation Directions

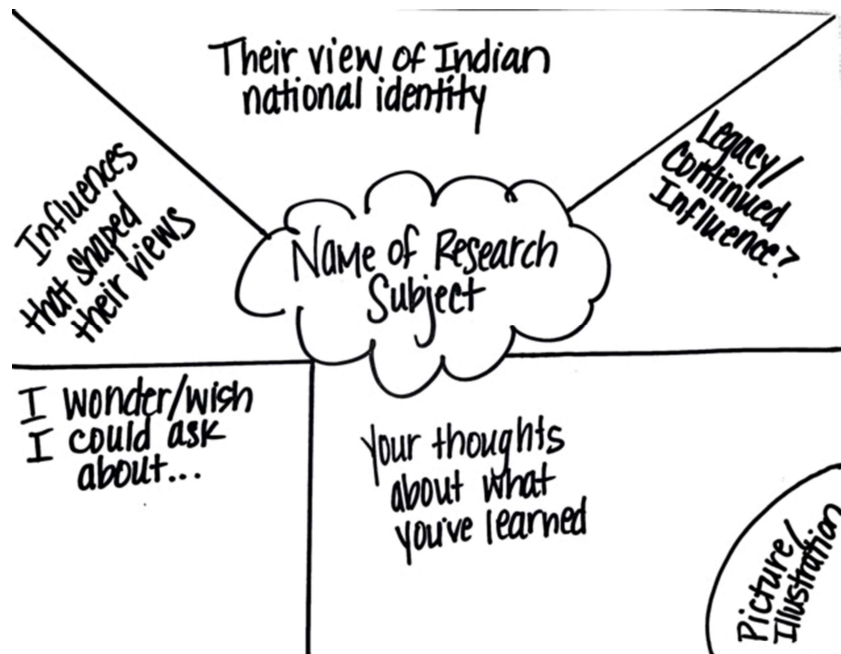
A one-pager allows you to share not only the information you've learned, but also your responses to it. In this case you'll be reflecting on how the individual you researched envisioned India's national identity.

One-pagers are a combination of words and illustration – even the colors you choose for borders might represent the something important about the topic.

To receive full points, your one-pager must include:

1. The name of the individual you researched
2. An explanation of how you think their biography/personal experiences shaped their understanding of national identity
3. A clear explanation of how the individual believed Indian national identity should be conceptualized
4. A picture or illustration that represents the individual or their ideas
5. An assessment of their legacy – how their ideas about national identity continue to influence Indian life (or fail to)
6. At least one question you wish you could ask them
7. Your thoughts about what you've learned (3 sentence minimum)

A one-pager should highlight your own understanding of the subject and should be organized in a way that reflects your own way of thinking. However, if you're having a hard time envisioning the end product, here is an example of how you might organize your one-pager (though there should be more color!).



## Relevant Washington State Standards

SSS1.9-12.4 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

SSS1.9-12.5 Explain the challenge and opportunities of addressing problems over place and time using disciplinary and interdisciplinary lenses.

SSS2.9-12.1 Create compelling and supporting questions that focus on an idea, issue, or event.

SSS2.9-12.2 Evaluate the validity, reliability, and credibility of sources when researching an issue or event.

SSS2.9-12.3 Determine the kinds of sources and relevant information that are helpful, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

SSS3.9-12.4 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

SSS3.9-12.5 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument a

C2.9-10.1 Explain how citizens and institutions address social and political problems at the local, state, tribal, national, and international level.

C4.9-10.2 Analyze how governments throughout history have or have not valued individual rights over the common good.

C4.9-10.3 Describe the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

C4.9-10.4 Explain how social and political problems are addressed at the local, regional, state, tribal, national, and international level.

C4.11-12.3 Evaluate the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

G2.11-12.6 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

H1.11-12.2 Design questions generated about individuals and groups that assess how the significance of their actions changes over time and is shaped by the historical context.

H2.11-12.3 Evaluate how individuals and movements have shaped contemporary world issues.

H2.11-12.4 Analyze how cultural identity can promote unity and division.

H3.11-12.1 Analyze how historical contexts shaped and continue to shape people's perspectives.

H3.11-12.6 Evaluate the ways in which the perspectives of those writing history shaped the history that they produced.