# ­Sample Unit – History Extension – Year 12

# *Sample for implementation for Year 12 from Term 4, 2018*

| **Unit title** | Case Study Introduction: Option 18 – The Partition of India (causes of the Partition) | **Duration** | 7 hours of the Case Study (21 hours total) |
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| **Unit description** | Students investigate changing interpretations of the Partition of India.This unit illustrates one of the three debates that students are required to study. |
| **Outcomes**A student:**HE12-1** analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations**HE12-3** communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues**HE12-4** constructs an historical position about an area of historical inquiry, and discusses and challenges other positions |
| **Resources*** Talbot, I and Singh, G 2009, *The Partition of India,* Cambridge University Press, New York.
* Pandey, BM 2003, *Historiography of India’s Partition: Analysis of Imperialist Writings*, Atlantic Publishers and Distributors, New Delhi.
* Anderson, P 2015, *The Indian Ideology*, Verso Books, London.
* Wolpert, S 2006, *Shameful Flight: The Last Years of the British Empire in India*, Oxford University Press, New York.
* Bahadur, L 1988, *Struggle for Pakistan: Tragedy of the Triumph of Muslim Communalism in India, 1906 – 1947*, Sterling, New Delhi.
* Menon, R and Bhasin, K 1998, *Borders and Boundaries: Women in India’s Partition*, Rutgers University Press, New Brunswick, N.J.
* Documentary: BBC, 2007. *The Day India Burned.*
* Film: *Partition*, 2007.
* Bates, C 2011, *The Hidden Story of Partition and its Legacies,* accessed 28/03/2017, at <http://www.bbc.co.uk/history/british/modern/partition1947_01.shtml>
* The Arts and Cultural Heritage Trust, *n.d., The Partition Museum Project*, accessed 28/03/2017 at <http://www.partitionmuseum.org/>
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| **Questions for class discussion**These questions provide a context for the entire case study:* What were the key events in the Partition of India (including causes, course and consequences of the event)?
* What are some of the major schools of historiography addressing the Partition of India?
* How has imperialism, nationalism and post-colonialism had an impact on the historiography of the Partition of India?
* What have been the most important factors underpinning the ongoing debates about the Partition of India?
* How have other ideologies such as Marxism and feminism contributed to the debate about the Partition of India?
* How has the digital revolution had an impact on the construction of histories relating to the Partition of India?
 | **Formal assessment**At the end of this unit, students will receive an assessment task requiring them to use their classwork and some independent preparation to construct an in-class essay providing a thorough analysis of FOUR different historians/sources relevant to this debate. |

| **Content** | **Teaching, learning and assessment** | **Differentiation** |
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| * Students examine the historians and approaches to history (including recent historiography) that have contributed to historical debate in the areas of:
	+ the causes of the partition (ACHMH149, ACHMH150) Asia and Australia’s engagement with Asia icon Ethical understanding icon Intercultural understanding icon

**Key questions*** Who are historians?
	+ the producers of history over time – *from Ancient times to the present day*
	+ the identity of historians: biographical details, personal values and beliefs, philosophy of history, approaches to the construction of history, bias Difference and diversity icon Work and enterprise icon
* the context of historians: gender, class, ethnicity, time, place, social and economic structures/change, political constraints, official and unofficial status, academic background Ethical understanding icon Difference and diversity icon
* What are the historical debates in the case study?
	+ historical interpretations and perspectives (including recent historiography) of the areas of debate Ethical understanding icon Literacy icon Difference and diversity icon
	+ popular interpretations and perspectives of the areas of debate Literacy icon
	+ changing approaches to the construction of history Ethical understanding icon Difference and diversity icon
	+ the shaping of interpretations: the role of context, methodology, purpose, sources and form of communication Ethical understanding icon Work and enterprise icon
 | *Students will be required to complete some reading and investigation outside class time to prepare for some of the following activities.** Students read and discuss syllabus requirements of the History Extension Case Study.
* Students read and discuss the syllabus requirements relating to the Partition of India Case Study, including a brief summary of the main debates.
* Students watch and review the BBC documentary *The Day India Burned* (2007). As they watch the documentary, students:
* develop structured notes about the main events of the Partition of India
* create a timeline of the main events, making use of the documentary and some extra research (using introductory articles on the internet)
* complete a prediction activity. Students are provided with an ‘identity card’ with different historical positions, including:
	+ British imperial historian
	+ Indian nationalist historian
	+ Pakistani historian
	+ postcolonial historian
	+ feminist historian, etc.

Students are then required to outline what these different historians might claim about the Partition of India. Students share their ideas and create a table recording the major predictions/expectations that they develop.* Students analyse source material surrounding the Partition, including speeches/letters by Lord Mountbatten, Clement Attlee, Jinnah and Nehru, in order to respond to the following questions:
* How were contemporaries explaining the reasons for Partition?
* What were some of the major points of disagreement/difference?
* Students read chapters 1 and 2 of Ian Talbot and Gurharpal Singh, *The Partition of India,* Cambridge University Press, New York, 2009 and complete a set of structured questions exploring the main historiographical approaches to the Partition of India outlined.
* Students are introduced to the main historians to be focused on in the Case Study using a recorded lecture and/or class presentation. The introduction includes basic biographical details, context, method, claims, criticisms, etc. Historians/sources may include:
* Lal Bahadur, *Struggle for Pakistan: Tragedy of the Triumph of Muslim Communalism in India, 1906–1947*, Sterling, New Delhi, 1988 (Indian Nationalist and former Prime Minister of India)
* Ishtiaq Hussain Qureshi, *The Muslim Community of the Indo-Pakistan Subcontinent: A brief Historical Analysis* (2nd Ed.), Ma’ref, Karachi, 1977 (Pakistani nationalist)
* Stanley Wolpert, *Shameful Flight: The Last Years of the British Empire in India*, OUP, New York, 2006 (modern revisionist historian)
* Ritu Menon and Kamla Bhasin, *Borders and Boundaries: Women in India’s Partition*, Rutgers University Press, 1998 (modern, feminist history)
* Perry Anderson, *The Indian Ideology*, Verso, 2015 (modern Marxist historian and social commentator)
* Students develop three questions relating to the Partition and the main historians. The questions are incorporated into a class quiz which all students then attempt.
* Students review their predictions from earlier in the Case Study (prediction activity) and discuss the degree to which their views are represented in the interpretations under analysis.
* Students are given a reading brick with extracts from the historians outlined above (and others). Each student is assigned TWO historians to research/evaluate in relation to the key debates for this case study. Students share their findings as a class, using a digital table shared with all members.
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| **Reflection** | **Evaluation** |