



SOUTH ASIA BOOK AWARD
for Children's and Young Adult
Literature

Lesson plan written by Rachel

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A Moment Comes by Jennifer Bradbury

A Moment Comes: How did Partition affect the lives of the people who experienced it?

English and Social Studies

Grades 8-12

- CCSS ELA Reading: Literature Standard 6
- CCSS ELA Reading: Informational Texts Standard 7
- CCSS ELA Writing Standard 1
- C3 Framework Dimensions 1-4 (D4.1.6-8 and 9-12, D2.His.16.6-8 and 9-12, and D2.Geo.7.6-8 and 9-12)

Overview

This lesson is appropriate for use in the upper middle school or high school level classroom. It is aligned with Common Core ELA Reading Literature Standard 6 (analyzing cultural experience), Common Core Reading Informational Text Standard 7 (analyzing various accounts of the same subject), Common Core ELA Writing Standard 1 (developing and supporting a claim), and the National Council for the Social Studies' College, Career, and Civic Life (C3) Framework's Dimension 2 pathway for Geography and History and Dimension 4 pathway for developing and supporting a claim.

Students will encounter the 1947 Partition of the Indian subcontinent through a variety of textual perspectives while considering how individual lives will be impacted by the events they are exploring in order to answer the essential question "How did Partition affect the lives of the people who experienced it?" They should consider this essential question using the broad categories of Muslims, Hindus, Sikhs, and the British.

Objectives

- Students will use multiple texts to answer the essential question "How did Partition affect the lives of the people who experienced it?" with a claim and supporting evidence.
- Students will gain an understanding of the historical events surrounding the 1947 Partition of the Indian subcontinent.
- Students will develop an understanding of the causes and effects of the 1947 Partition of the Indian subcontinent.

Bell-Ringer

When class begins, ask students to consider maps of South Asia that include both the political boundaries of the region and important physical features. (If your text does not include these, project maps from <http://www.mapsofindia.com/>). Why would do they think that the border between India and Pakistan was drawn as it is? Record student theories on butcher paper or your white board.

Introduction to Partition

Tell students that in order to understand why the border between Pakistan and India is drawn in that spot, they need to understand the process of partition that was used to create the modern states when the British dissolved their South Asian empire. Students should read the section of their World History text on Partition (1947) if they have one. You could also use the overview of Partition provided by the South Asia Institute at the University of Texas

(https://www.utexas.edu/cola/southasia/_files/pdf/outreach/partition_in_classroom.pdf).

Depending on your time constraints, you may want students to take notes as they read or construct a timeline designed to explain Partition. You might also use the clip from PBS' *The Story of India* that introduces Partition

(<http://www.pbs.org/thestoryofindia/gallery/photos/24.html>). Once they have completed this introduction to Partition, students should describe (orally or written) how they think the events surrounding Partition might affect individuals and families involved – the British,

Materials

- *A Moment Comes* by Jennifer Bra (Atheneum Book, an imprint of Schuster, 2013)
- PBS *Finding Your Roots* "The Pa India" Clip
- BBC's "Partition of India: My Memories" Clip

Other Resources

- Interview with the author: <http://bookpage.com/interview/503-jennifer-bradbury#.VhBjc7eG414>

Muslims, Hindus, and Sikhs.

Video Clips: Family Partition Stories

Show students the following two short video clips. After viewing each, students should take notes on how the experience of living through Partition shaped the lives of the members of the families whose stories they have seen. Conclude by asking whose stories they still haven't heard.

1. PBS Finding Your Roots "The Partition of India" Clip (4 min.):
<http://www.pbslearningmedia.org/resource/fyr12.socst.us.1950pres.partind/the-partition-of-india/>
2. BBC's "Partition of India: My Memories" Clip (4 min.):
<http://www.bbc.com/news/magazine-28789262>

Exploring Individual Stories

Ideally as individuals or with partners, have students explore the stories at The 1947 Partition Archive (<http://www.1947partitionarchive.org/>). They should be looking for more diverse stories of Partition experience and taking notes on how the lives of individuals and families have been affected.

Reading the Novel: *A Moment Comes*

Now that students have some background knowledge about Partition, they should read Jennifer Bradbury's *A Moment Comes*. As they read they should continue to consider the essential question: How did Partition affect the lives of the people who experienced it?

Developing and Supporting a Claim

Ask students to consider the many sources they have used to learn about the way Partition affected the people who experienced it. Which sources did they learn the most from? Why? Is it possible to achieve a complete understanding of an event using only one source?

To complete the project students should develop a claim – their answer to the essential question. They should support that claim using evidences from the various sources they have used in this lesson (properly citing them). The length of response and depth of evidence depends on the age and abilities of your students.