



Understanding Migration

Curriculum Resources for the Classroom
Revised Edition



Hemispheres is a partnership of:

Center for European Studies
Teresa Lozano Long Institute of Latin American Studies
Center for Middle Eastern Studies
Center for Russian, East European & Eurasian Studies
South Asia Institute

in the College of Liberal Arts
at the University of Texas at Austin



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Publication Date: December 2011

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Introduction

Why do people move? Simple as it may seem, this question raises complex questions about the causes of individual versus large-scale migration as well as the global effects of migration. This curriculum unit was conceived in response to numerous requests from educators concerning the discussion of issues related to human migration in the social studies classroom. Our goal was to present this fluid and nebulous concept in an easy-to-follow manner, with clear lesson objectives and outcomes.

Given our own strength as content providers for world studies courses (in Texas, this consists of the 6th grade Contemporary World Cultures course, 9th grade World Geography course, and 10th grade World History course, in addition to AP-level courses and other electives), we chose to address these essential questions by using a case-study approach looking at the phenomenon of migration in a global context.

The unit is aligned to middle and high school standards (Texas Essential Knowledge and Skills, as well as National Geography Standards) and so the activities have been designed for Grades 6–12, although some suggestions for use at lower levels are included below.

In 2011, following the revision of the Texas Essential Knowledge and Skills (TEKS—the state-mandated educational standards) for social studies, we created the revised edition of this unit. It incorporates feedback from field testers and educators who have offered constructive comments on the unit since its first publication. We hope that this unit, which has been used in classrooms nationwide, will be even more useful in this revised edition.

We welcome any feedback or comments you may have.

How to use this unit effectively in the classroom

The unit allows maximum flexibility on the part of the classroom teacher: modular in design, any section (or case study within a section) can be used individually or in combination with other sections. Based on previous coverage of the topic and the academic level of your students, you may incorporate as many or as few activities as support your learning goals. We encourage you to familiarize yourself with the entire unit so as to select the activities/topics that best suit your needs.

Section Overview

Section 1

A brief PowerPoint introduction to migration theory incorporates key vocabulary (e.g., push-pull factors) and real world examples. The original document can be downloaded from the Hemispheres website at: <http://www.utexas.edu/cola/orgs/hemispheres/>.

Section 2: Introductory Activities

Once students have a basic understanding of the forces that affect migration, we offer two classroom activities to generate a general discussion. Although these activities are intended to be used before Sections 3 or 4, they can also be used individually (or not at all). They should be implemented insofar as they facilitate learning goals and enrich your students' understanding of migration. **Student Activity 1** examines migration trends in your community through a series of interviews. This activity can easily be modified for use at the elementary level, by either interviewing one person as a class or using a story or video; you can discuss migration stories without conducting the spectrum graph activity. **Student Activity 2** examines film, asking students to think critically about the film and plot elements relating to migration. Since most films dealing with this topic are for more mature audiences, we suggest using this activity at the high school level. There are some films, such as the animated picture *An American Tail*, that could be used with younger audiences.

Section 3: Using T-Charts and Writing Prompts to Explore Migration

Intended for a middle school audience, the T-chart case studies may also be used with older students in place of the advocate/decision-making activity. The five topics, which are simplified versions of real world issues from Section 4, include background information for the teacher, short readings for students, and four variations of an analysis activity.

For a high school audience, a writing prompt is provided in the instructions as Variation 4 to use the documents in the T-chart case studies to write a DBQ essay. A grading rubric for the essay can be found on page 68.

Section 4: Using an Advocate/Decision-Making Activity to Discuss Migration

This “controlled debate” activity requires students to argue one side of a real migration issue. Two to three pages of essential reading are included for each topic; supplemental materials are provided if time allows or if you feel that the issue needs additional coverage. We have made a conscious effort to use as many primary document sources as possible in order to help build critical reading and interpretation skills; reading levels vary according to the documents selected.

A writing prompt is provided in the instructions (p. 65) to use the documents provided in each case study to write a persuasive DBQ essay. The essay exercise can be done as an assessment piece for the Advocate/Decision-Making Activity. A grading rubric for the essay can be found on page 68.

Appendix: Glossary of Terms

We have provided a list of terms defined in footnotes in the glossary for handy reference.

Additional Resources

Each case study in Section 4 also includes a list of Web and print resources for learning more about the topic it covers. *ABC-CLIO*, *History Alive!*, and other content providers may have additional materials that will help facilitate the coverage of migration in your classroom.

We hope you find this unit useful and that you feel free to select and modify activities as they fit your classroom needs.

**THIS CURRICULUM UNIT ADDRESSES THE FOLLOWING STANDARDS
IN THE TEXAS ESSENTIAL KNOWLEDGE & SKILLS (TEKS), 2010 REVISION:**

113.18 Social Studies, Grade 6

GEOGRAPHY

4) The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations.

The student is expected to:

- B) identify and explain the geographic factors responsible for patterns of population in places and regions;
- C) explain ways in which human migration influences the character of places and regions.

ECONOMICS

8) The student understands the factors of production in a society's economy.

The student is expected to:

- A) describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies;
- B) identify problems and issues that may arise when one or more of the factors of production is in relatively short supply; and
- C) explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies.

HISTORY

1) The student understands that historical events influence contemporary events.

The student is expected to:

- A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade; and
- B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.

SOCIAL STUDIES SKILLS

21) The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology.

The student is expected to:

- A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about various world cultures;
- B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
- D) identify different points of view about an issue or current topic;
- E) identify the elements of frame of reference that influenced participants in an event.

113.33 World History Studies

CULTURE

18) The student understands the ways in which cultures change and maintain continuity.

The student is expected to:

A) analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion.

GEOGRAPHY

7) The student understands the growth, distribution, movement, and characteristics of world population.

The student is expected to:

B) explain the political, economic, social, and environmental factors that contribute to human migration such as how national and international migrations are shaped by push-and-pull factors and how physical geography affects the routes, flows, and destinations of migration.

HISTORY

13) The student understands the impact of major events associated with the Cold War and independence movements.

The student is expected to:

F) explain how Arab rejection of the State of Israel has led to ongoing conflict.

SOCIAL STUDIES SKILLS

31) The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

The student is expected to:

A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

113.34 World Geography Studies

HISTORY

1) The student understands how geography and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present.

The student is expected to:

A) analyze the effects of physical and human geographic patterns and processes on the past and describe their impact on the present, including significant physical features and environmental conditions that influenced migration patterns and shaped the distribution of culture groups today.

GEOGRAPHY

7) The student understands the growth, distribution, movement, and characteristics of world population.

The student is expected to:

B) explain the political, economic, social, and environmental factors that contribute to human migration such as how national and international migrations are shaped by push-and-pull factors and how physical geography affects the routes, flows, and destinations of migration.

8) The student understands how people, places, and environments are connected and interdependent.

The student is expected to:

A) compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology;

- B) describe the interaction between humans and the physical environment and analyze the consequences of extreme weather and other natural disasters such as El Niño, floods, tsunamis, and volcanoes; and
- C) evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources.

GOVERNMENT

- 14) The student understands the processes that influence political divisions, relationships, and policies.
The student is expected to:
 - C) analyze the human and physical factors that influence the power to control territory and resources, create conflict/war, and impact international political relations of sovereign nations such as China, the United States, Japan, and Russia and organized nation groups such as the United Nations (UN) and the European Union (EU).

CITIZENSHIP

- 15) Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes on local, state, national, and international levels.
The student is expected to:
 - A) identify and give examples of different points of view that influence the development of public policies and decision-making processes on local, state, national, and international levels; and
 - B) explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism.

SOCIAL STUDIES SKILLS

- 31) The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.
The student is expected to:
 - A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and
 - B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

THIS UNIT ALSO ADDRESSES THE FOLLOWING NATIONAL GEOGRAPHY STANDARDS:

Standard 9, Human Systems: The characteristics, distribution, and migration of human populations on Earth's surface.

GRADES 5–8

- By the end of the eighth grade, the student knows and understands:
- 3. the types and historical patterns of human migration and;
 - 4. the effects of migration on the characteristics of places.

GRADES 9–12

- By the end of the twelfth grade, the student knows and understands:
- 1. trends in world population numbers and patterns and;
 - 2. the impact of human migration on physical and human systems.

Student Activity: Migration Advocate/Decision-Making Activity

Advocate/decision-making activities allow for complete class involvement. Unlike class debates, which are usually dominated by a few of the most vocal students, the advocate/decision-making activity works well because each student is accountable for a role. Every student is either a debater (“advocate”) or a judge (“decision-maker”). The exercise sets up clear points of disagreement, and the competition to persuade the decision-maker enhances student motivation. In addition, such activities can be used with a large variety of historical and contemporary social studies problems and issues.

This activity revolves around a complex historical or contemporary migration issue that is presented to the students. It is presented in the form of a “should” question, allowing participants to examine reasons for support or opposition of the issue under discussion. Case studies for use with this activity can be found beginning on page 70.

Time Needed:

Two class periods of 45 minutes–1 hour each or one 90-minute class period will be sufficient for steps 3–5, assuming that:

- class preparation (step 1) is done outside of this time frame (this will require approximately 10–15 minutes to assign roles, distribute worksheets and readings, and to explain the first steps of the activity);
- individual preparation (step 2) is assigned as homework; and
- group preparation (step 3), confrontation (step 4), and de-briefing (step 5) are done in class.

We recommend a minimum of 30 additional minutes if individual preparation (step 2) is assigned as an in-class activity.

Supplies for this activity:

- the *Advocate’s Worksheet* (p. 66)
- the *Decision-Maker’s Worksheet* (p. 67)
- copies of the 2-4 page brief from any of the case studies that follow in this section, beginning on p. 70

Conducting the activity:

There are five steps in this activity, and an optional sixth step for assessment. It is also possible to do the assessment activity—writing a persuasive essay—without doing the advocate/decision-making activity. Begin by selecting the question(s) your class will debate.

Step 1: Class preparation:

Divide the students into 3 groups and assign each group one of the following roles: 1) advocates in favor, 2) advocates in opposition, and 3) decision-makers. The groups should be equal in size. When the class number is not divisible by 3, make the one or two extra students decision-makers.

Step 2: Individual preparation:

During this phase, the students should quietly read their background documentation. Each case study contains a brief that all students should read. Supplemental readings follow, which may be assigned as extra credit or as homework. While reading, each student should complete the appropriate worksheet.

Advocates prepare their arguments by finding relevant evidence in the text that supports their position, using the worksheet on page 66. Decision-makers prepare questions to ask the advocates and consider what the main arguments on each side are likely to be, completing the first section of the worksheet on page 67.

Alternately, you may choose to assign roles to students after they have done the reading and note-taking, requiring all students to examine all sides of the issue and prepare an argument for both sides.

Step 3: Group preparation:

Have your students come together in groups according to the roles they have been assigned: advocates in favor will meet with the other advocates in favor, advocates in opposition with their counterparts, and decision-makers with the other decision-makers.

In each group, students should share the information gathered during individual preparation, and the arguments they have prepared. The advocates should decide the best arguments for their perspective, while decision-makers should analyze both perspectives, deciding the best questions to ask.

Step 4: Confrontation:

Re-group your students into small groups of 3, consisting of one advocate from each side and a decision-maker. (If your class is not divisible by 3, there will be one or two groups with an extra decision-maker.)

For the first ten minutes, advocates in favor are allowed to present their argument to the decision-maker, who may ask questions. During this period, the advocates in opposition may only listen and take notes.

For the next ten minutes, advocates in opposition have their chance to present their argument, while their opponent may only listen and take notes.

For the final 10–15 minute period, the advocates may debate the issue, presenting rebuttals or challenges to the argument presented, and the decision-maker may further question both advocates.

At the end of this period, the decision-maker should complete his or her worksheet, revealing their decision and the reasons for it.

Step 5: De-briefing:

Individual decision-makers should stand before the class and summarize the debate process for their group, discussing which arguments were most persuasive and most supportable. They should end by announcing their decision and the reasons for it.

Arguments and decisions may also be reviewed in terms of values. A homework assignment, for all participants, could include an essay examining values: What values underlay the positions and statements? Where did the values conflict? What values did the decision-makers demonstrate?

Assessment (optional):

The assessment piece is a DBQ activity that uses the documents in each case study and the following essay prompt: *Read the introduction and the documents provided. Identify the push and pull factors given in the documents. Consider the overall issue. Are the causes economic, social, political, or environmental (or more than one of these) in nature?*

Write a persuasive essay in which you describe the issue presented. Be sure to identify the major push and pull factors, their causes, and the potential effects they may have on the migrants, the place they are planning to leave, and the place to which they are planning to migrate. Cite specific passages and examples from the documents to support your answer. Remember to consider the perspective of the authors of each document. Finally, explain which argument you find more persuasive, based on the factors you have described above. Justify your decision citing information from the documents, or from additional research.

A grading rubric may be found on page 68.

THIS ACTIVITY WAS ORIGINALLY DEVELOPED BY JOHN ROSSI OF THE SCHOOL OF EDUCATION, VIRGINIA COMMONWEALTH UNIVERSITY. THIS ADAPTATION BY HEMISPHERES, THE UNIVERSITY OF TEXAS AT AUSTIN, IS BASED ON A REVISED VERSION USED BY THE EDUCATION PROGRAM OF THE UNITED STATES INSTITUTE OF PEACE.

ADVOCATE'S WORKSHEET

Name: _____ Date: _____ Class: _____

My **position** on the issue is that _____

1. One **reason** to support the position is _____

One **piece of evidence** that backs up this reason is _____

2. A second **reason** to support the position is _____

One **piece of evidence** that backs up this reason is _____

3. A third **reason** to support the position is _____

One **piece of evidence** that backs up this reason is _____

4. The **opponents** of this position might say _____

I would **reply to their reason** by saying _____

DECISION-MAKER'S WORKSHEET

Name: _____ Date: _____ Class: _____

I. List the questions you will ask the advocates when they try to persuade you. Ask challenging questions that show what you already know about the issue. Make sure your set of questions is balanced and does not show favoritism for one side.

1. _____
2. _____
3. _____
4. _____
5. _____

II. On the back of this sheet, list the reasons given by each advocate when they attempt to persuade you. Divide the reasons into two columns, as shown here:

REASONS FOR

REASONS AGAINST

III. Before making a decision, think about these questions:

1. Is the reason relevant?
2. Is the reason supported by evidence?
3. What reasons presented by one advocate went unchallenged by the other advocate?
4. What contrary evidence was presented?
5. How unbiased are the sources?

IV. After evaluating the reasons and evidence presented by both advocates, I have decided that:

V. The reasons and/or evidence that most influenced my decision, in order of importance, are:

1. _____
2. _____
3. _____
4. _____

Essay Grading Rubric

Essay : Understanding Migration

Teacher Name: _____

Student Name: _____

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
Focus or Thesis Statement	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.	
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	
Accuracy	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.	
Closing paragraph	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.	
Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.	

Should Hindus migrate from Lahore and resettle in India after Partition?

After two centuries of colonial rule, the British withdrew from the Indian subcontinent in 1947, under the condition that the colony be divided into two countries: India and Pakistan. New borders were drawn for these countries based on the demographics of the two largest religious communities. India was to be primarily Hindu, while Pakistan would be mostly Muslim. Other religious communities, such as the Sikhs, were left without a specific country of their own. Within months, millions of people found themselves on the “wrong” side of the border—estimates of the number of people uprooted range from 8–18 million.

This case study looks at the decision faced by Hindus who found themselves located in Lahore, in the Punjab region. The city, close to the newly formed border, was also one of the last places to be decided upon when the subcontinent was divided. When Lahore was finally awarded to Pakistan, the city’s Hindu residents were forced to decide whether to stay or resettle in India. Although the majority of Hindus left Lahore after Partition, some did stay.

Read the following documents to support your position in the Advocate Decision-Making activity. Think about why a Hindu resident of Lahore might choose to remain in the city, now a part of Pakistan, and why they might decide to relocate to India.

Reading 1: A Description of Lahore before Partition

In all Hindus and Sikhs owned two thirds of the city’s shops, four fifths of its factories and paid seven tenths of [Lahore’s] taxes. In addition, [Hindus and Sikhs held a great number of positions] in the schools and colleges, banks, offices and [legal courts] established by the British. Despite the Mughal splendors of Shah Jehan’s Shalimar Gardens, Akbar’s imposing Fort and Aurangzeb’s massive Badshahi Mosque, Lahore was not an Islamic city, but rather possessed a cosmopolitan feel ...

Ultimately, numbers not wealth counted in the judgment on which side of the new international boundary Lahore would lie. Within the Lahore district, Muslims accounted for three fifths of the total population. In the city of Lahore itself, the proportion of Muslims was slightly higher, although Hindu politicians claimed that this was the product of boundary changes, which had ‘gerrymandered’ the inclusion of Muslim outlying villages in the city boundaries. The award of Lahore to Pakistan was only made public the day after independence. By that stage, extensive areas of the city which had been inhabited by Hindus and Sikhs were in ruins following weeks of [violence and rioting] in the city. The cosmopolitan ‘Paris of the East’ was a distant and poignant memory.

SOURCE: IAN TALBOUT FROM “INTRODUCTION” IN *LAHORE: 1947*, EDITED BY AHMAD SALIM (LAHORE: SANG-E-MEEL PUBLICATIONS, 2003), 12-13. (PERMISSION PENDING.)

Reading 2: Portrait of a Lost City

My father was, at the time of partition, the Managing Director of the National City Bank. He was also one of the founders of the National Bank of Lahore and was the first one to introduce the teller system in Punjab.

My father decided to stay back in Lahore after partition for several reasons. As he was the head of a small institution, he had to remain behind to carry on the bank’s business and to gradually wind it up. Since our house ... was not declared evacuee property, he was able to stay there without any fear. Years later, he refused to migrate to India because he felt that he was too old to make a fresh start in a new place. Another important reason that kept him in Pakistan was his second wife, who was a Muslim.

... continues

Gerrymander: to divide territory—such as when creating a voting district—in a way that deliberately gives one party an advantage over another.

But in the end, despite all these reasons, he realized that the Lahore in which he had spent the best years of his life had changed. So he finally decided to move to India and rejoin his family in 1957...

For a long time, the Punjabis who had lost their homes in the turmoil of '47 could not forget the houses they had built and the towns and villages where their families had been living for generations. Despite all that had happened in the riots, there was a lurking desire in almost every heart to see, at least once again, the houses, bazaars, schools and fields where they had spent a great part of their lives. There were thousands who could not believe that they were leaving their homes for good; at their departure they had left their houses, utensils and cattle in the custody of neighbors of the other community ...

After crossing to the other side, even while they struggled to get land and housing, faint hopes of going back one day to their ancestral homes lingered in their minds. The old ties were not yet severed, and in that period of flux people with whom they had left their possessions wrote letters telling them what was happening: "Your brown buffalo has given birth to a she-calf—there was a bumper crop this year—our youngest boy had got a job in town," and so on. For a long time, people of this generation which had witnessed the drama of partition, could not believe that they had finally broken away from the land of their forefathers ...

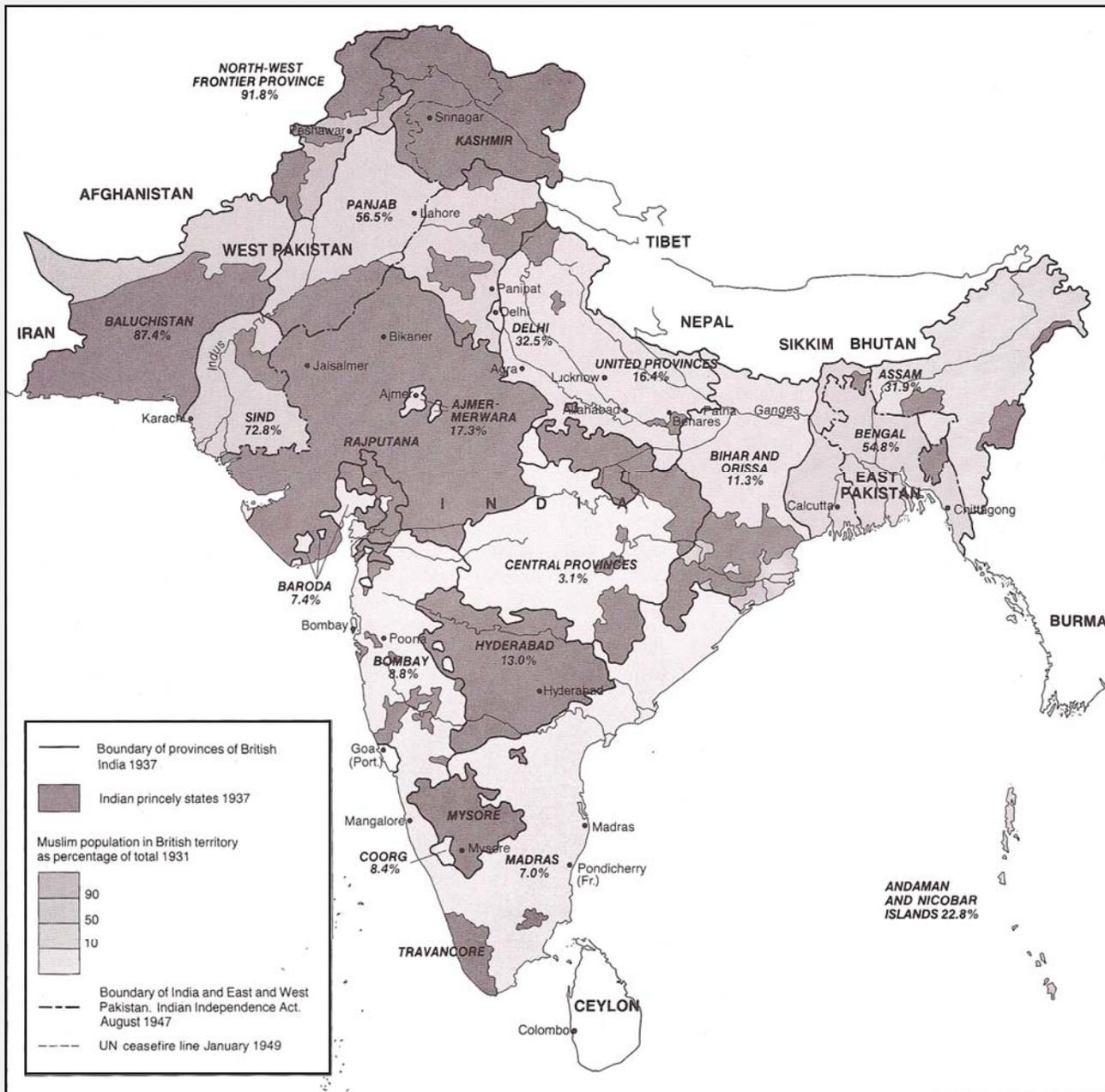
When the riots subsided and life settled down to a routine, many among the displaced ventured to visit the other side. Crossing the border was not such a difficult task as it is now. The visa system was introduced much later and getting a permit was relatively easy. It was sheer nostalgia for their old homes which made people travel to the other side. Among them there were also some who went to get back their valuables left in the custody of neighbors or friends. But most of them went just to see the houses they had built and the towns they had lived in.

Going to a place deep in the countryside across the border meant a long journey and some danger for a person wishing to see his native place. Such villages, therefore, rarely had visitors of this kind. But in towns which are not far from the border [such as Lahore] there used to be streams of visitors who wanted only to see the sights and revive old memories. In the early years, it was not uncommon for people living in evacuee property to find a stranger before their house peering awkwardly inside. In such situations, people were generally hospitable and sympathetic for they also had nursed a desire to see their old homes across the border ...

The displaced in Punjab remembered their old homes not only for the properties left behind. There were many who pined for their friends too. It may seem strange to an outsider that any friendship [between Hindus and Muslims] survived the carnage through which the country had passed. But the riots were the doings of a handful. The average man was merely swayed by the wind which was blowing. When bloodshed ended, most people regretted what had happened. At many places the common folk were no more than helpless spectators of the events. For those who valued human relationships, it was really painful to see their friends and neighbors depart ... After partition, there were innumerable people in Punjab who longed to meet their friends, to exchange their favorite swear-words with them, and to revive the gaiety of bygone days. But the question was where to meet. At a time when the riots had just subsided, the Hindus and Sikhs considered it hazardous to travel in West Punjab. The Muslims, too, thought that a journey in East Punjab was a dangerous proposition. Interestingly enough, there were many who thought that a meeting at the border was the only alternative. The authorities of India and Pakistan were also helpful and allowed people to meet in a small stretch which they called "no man's land." In those days, thousands flocked to the border at Wagah to learn how former friends were faring and to discuss their problems with each other.

SOURCE: SOM ANAND, *LAHORE: PORTRAIT OF A LOST CITY* (LAHORE: VANGUARD BOOKS PVT. LTD., 1998), FOREWARD X–XI, 96–100. (PERMISSION PENDING.)

Chart: Muslim population in India as a percentage of total, based on 1931 statistics



SOURCE: FRANCIS ROBINSON, ED., *THE CAMBRIDGE ENCYCLOPEDIA OF INDIA, PAKISTAN, BANGLADESH, SRI LANKA, NEPAL, BHUTAN AND THE MALDIVES*. (CAMBRIDGE: UNIVERSITY PRESS, 1989), 146. (PERMISSION PENDING.)

Supplemental Reading 1: Lahore 1947

In the walled city hell had [broken] loose and the bazaars of the Hindus were being put to the torch turn by turn. As long as the Hindus had the assurance that Lahore would be part of India they stuck to their positions, but as soon as it became known that the city would form part of Pakistan, they lost their nerve. And when, somewhere at the very top, though not openly, it was decided that there would be an exchange of populations, and official trucks began to be provided for the movement, there was no question of Hindus remaining in Lahore.

My daily life was spent among Muslims, so most Muslims who were not personal friends took me for one of them. Once a bizarre situation was created. It was the 15th of August and I was having breakfast in Nagina Bakery where the usual jolly crowd was gathered, when three rough-looking Muslims entered the place and sat down at the next table. Gradually they joined us in our conversation and then regaled us with stories of their loot and murder in a triumphant manner.

One of them was addressing me all the time and narrating the tale of their attack on a Gurudwara (a Sikh temple). He said the inmates of the Gurudwara had sufficient ammunition and they continued to defend themselves by firing at the attackers all the time. But then their ammunition was exhausted and these young fellows jumped over the wall into the Gurudwara and killed the Sikhs one by one.

I don't know whether it was complete trust in my Muslim friends or a streak of the devil in me that I told him that he was narrating all this to a Hindu. His tone changed at once, and he said, "If I had met you two days ago I would certainly have killed you, but yesterday Pakistan came into being and now you are my guest. Come with me to my house and I shall treat you like one, and if anyone so much as raises a finger at you I'll cut his head off." Then taking a few bullets from his pocket, he added, "Look, these are some of the bullets that your brothers have been firing at us."

SOURCE: GOPAL MITTAL FROM "THE INFIDEL COMES. WHERE'S MY DAGGER!" IN *LAHORE: 1947*, EDITED BY AHMAD SALIM (LAHORE: SANG-E-MEEL PUBLICATIONS, 2003), 129–130. (PERMISSION PENDING.)

Supplemental Reading 2: Refugee Letters

From a letter written by a refugee who served in the Congress Party before Partition to the General secretary of the All India Congress Committee:

I am coming from [Pakistan] where I worked in the Congress [Party] for about 26 years. I was an organizer and worker of the Congress Party and my work was appreciated by the Provincial Congress as well as our great leader, Pandit Jawaharlal [Nehru]. I [was sent to] jail several times in connection with the civil disobedience movement. I spent a high portion of my properties in Congress work [many people donated their property to the Congress Party...] and what [I] saved [was] lost in Pakistan. I came here with [only] the clothes on my body. I am seeking a way to serve my motherland ... but regret to say that still I can find no work...

Nobody knows me here and the work I have done for the Congress [Party] ... Here in UP [where] I want to pass my further life, the Congress organizations as well as the administration are ignoring me. They won't ... take me as an ordinary member even. My life [was] spent in the national movements [for] which I have pride ... now I am 56 and forcibly exiled from my home. I am wandering disappointed. Will you kindly advise me what to do and where to go in this critical moment of my life? I have [still a strong desire] to serve my country.

[signed]
Jai Hind.

From a letter written by Bir Vishan Dass, Secretary to the General Secretary of the All India Congress Committee:

I am addressing you as one of the unfortunate refugees from Pakistan with sanguine hope that you will kindly do all you can to alleviate some of my difficulties. At present I am staying in a camp at Kurukshetra with my family members for the last six months. Our leaders speak very loudly re the various schemes to rehabilitate us but we see nothing practical to solve our miserable plight.

If we write to our leaders and sympathizers explaining our problems we get no response from them or even the courtesy of acknowledgement. In the West Punjab I was a leading Congress man and social worker. The object of my writing to you now is to find out as to whether you can do anything for the displaced congress workers of Pakistan. I have also addressed some letters to leading Congress men of Jullundur but so far have heard nothing from them...

Having failed in all my attempts for securing some employment, I at last in despair accepted the job of a peon in the above Vocational Training Centre on RS 30 plus RS 25. You can well imagine how long I can [live on] this meager amount when I have to support a [large] family. I am contacting you once again, firstly, to seek your advice, and secondly, to seek your help in getting a good and secure employment.

SOURCE: URVASHI BUTALIA, "AN ARCHIVE WITH A DIFFERENCE: PARTITION LETTERS" IN *THE PARTITIONS OF MEMORY: THE AFTERLIFE OF THE DIVISION OF INDIA*, EDITED BY SUVIR KAUL (DELHI: PERMANENT BLACK, 2001); 219, 236–237, 238. (PERMISSION PENDING.)

UP: Uttar Pradesh, a state in India.

**Supplemental Reading 3: Account of a volunteer worker who helped to
relocate Hindus and Sikhs from Pakistan to India**

On September 13, 1947, I set out on a mass evacuation duty across the international boundary of India and Pakistan. The convoy consisted of civilian trucks headed by a military escort and I had under my command a posse of ten soldiers in uniform. The destination we were to reach was Nakodar-Mehatpur refugee camp.

At the starting point from Lahore, the convoy trucks were brimming with non-Muslim refugees to be taken to Amritsar. As we moved along, we saw Lahore wearing a deserted look. Columns of smoke were rising high up in the sky from all around the residential areas, making the atmosphere gloomy, and dull.

We left behind the outskirts of the city and saw roads littered with dead bodies on the one hand, and on the other crowded, wild-looking, maimed, starved mankind clad in torn, dirty rags.

As we proceeded further still, a pile of dead bodies on both sides of the road stretched for miles. There was no time to perform funeral rituals, since deaths were occurring at brief intervals in virtually every family due to the cholera epidemic. The dear departed ones were stacked on roadsides heartlessly, with no display of emotion or tears, since these facilities had vanished in the face of utter horror let loose on the fugitives by gangs of Sikh militants. These gangs were assaulting Muslim caravans and convoys, abducting young girls, looting leftover belongings and massacring old and young indiscriminately.

SOURCE: B.A. CHOWDHRY FROM "WHAT WE LOST TO TASTE FREEDOM" IN *LAHORE: 1947*, EDITED BY AHMAD SALIM (LAHORE: SANG-E-MEEL PUBLICATIONS, 2003), 255–256. (PERMISSION PENDING.)

Supplemental Reading 4: A Family Divided

In this next account a woman tells of how her mother's family was divided during Partition. At Partition, her mother's brother, Rana, stayed back in Lahore, living in the family home and converting to Islam after marrying a Muslim woman. Her mother, aunts and other uncle resettled in India. Uncle stayed in Lahore and continued to live on the family property. This is her account of meeting and talking with him for the first time.

Like many North Indian families, ours too was divided at Partition. My mother, who was single at the time, found herself on the Indian side of the border. Rana, her brother, chose to stay behind.

Not only had he stayed back, but ... he had become a Muslim. My mother made two difficult and dangerous journeys, amidst the worst communal violence, to Lahore to fetch her family to India. The first time she brought her younger brother Billo, and a sister, Savita. The second time she went to fetch her mother and Rana, the youngest (her father had long since died). But, she said, Rana refused to come and he wasn't willing to let my grandmother go either.

Once the country was divided it became virtually impossible for people of different communities to move freely in the 'other' country. There was a deep suspicion on both sides, and any cross-border movement was watched and monitored by the police and intelligence. Rana and his family kept close contact for some time, but found themselves constantly under surveillance, with their letters being opened, and questions being asked. After a while they simply gave up trying to communicate.

I stayed with my uncle for a week in that rambling *haveli* [house]; and for a week we talked.

Why had he not left with his brother and sisters at Partition, I asked him. 'Why did you stay back?' He replied that, like a lot of other people, he had never expected Partition to happen the way it had. 'Many of us thought, yes, there'll be change, but why should we have to move?' He hadn't thought political decisions could affect his life, and by the time he realized otherwise, it was too late, the point of no return had actually been reached. 'I was barely twenty. I'd had little education. What would I have done in India? I had no qualifications, no job, nothing to recommend me.' But he had family in India, surely one of them would have looked after him? 'No one really made an offer to take me on—except your mother. But she was single, and had already taken on the responsibility of two other siblings.'

The way Ranamama described it, the choice to stay on was not really a choice at all. In fact, like many people, he thought he wasn't choosing, but was actually waiting to do so when things were decided for him. But what about the choice to convert? Was he now a believer? Had he been one then? What did religion mean to him—after all, the entire rationale for the creation of two countries out of one was said to have been religion. And, it was widely believed—with some truth—that large numbers of people were forced to convert to the 'other' religion. But Rana?

'No one forced me to do anything. But in a sense there really wasn't a choice. The only way I could stay on was by converting. And so, well, I did. I married a Muslim girl, changed my religion, and took a Muslim name.

'One thing I'll tell you,' said Rana in answer to my question. 'I have not slept one night in these forty years without regretting my decision. Not one night.' I was chilled to the bone. How could he say this, what did he mean, how had he lived through these forty years, indeed how would he live through the next forty, if this was what he felt? 'You see, my child,' he said, ... 'somehow a convert is never forgiven. Your past follows you, it hounds you. For me, it's worst because I've continued to live in the same place. Even today, when I walk out to the market, I often hear people whispering, "Hindu, Hindu." No you don't know what it is like. They never forgive you for being a convert.'

... continues

As the years went by Ranamama began to live an internal life, mostly in his head, that no one quite knew about, but everyone, particularly his family, was suspicious of. His children—especially his daughters and daughters-in-law—cared for him but they all feared what went on inside his head.

Perhaps the one person who, in some sense, understood the dilemmas in his head was ... his wife. She decided quite early on, and sensibly I thought, that she would not allow her children to have the kind of crisis of identity that Rana had. They were brought up as good Muslims, the girls remained in pardah, they studied at home from the mullah, they learned to read the Koran. For the younger ones especially, who had no memory of Partition, Rana with his many stories of his family and friends, his home, remained their father, and yet a stranger.

I could not understand how he could have lived like this; was there anyone he could have spoken to? He told me no. How could he talk about what was so deep, so tortured? And to whom? There was no one, no one could even begin to understand.

I was so shocked. I protested. ‘What about your family? They are your blood.’

‘No’, he said, ‘for them I remain a stranger.’

SOURCE: URVASHI BUTALIA, *THE OTHER SIDE OF SILENCE: VOICES FROM THE PARTITION OF INDIA* (DURHAM: DUKE UNIVERSITY PRESS, 2000), 27–32. (PERMISSION PENDING.)

Mullah: a Muslim cleric.

Purdah: the practice of veiling.

Web Resources on the Partition of India

Partition of India

<http://www.emory.edu/ENGLISH/Bahri/Part.html>

This site contains a brief introduction, maps, a timeline, informational articles, and links to more information.

“Clinton Goes to India,” Online NewsHour

http://www.pbs.org/newshour/extra/features/jan-june00/clinton_india.html

This site has good background information on Partition.

“Conflict between India, Pakistan runs deep,” CNN Interactive

<http://www.cnn.com/WORLD/9708/India97/shared/sibling.rivalry/#1>

A short article that outlines the main points of this conflict.

“The Partition of India”

<http://www.sscnet.ucla.edu/southasia/History/Independent/partition.html>

A point-of-view article that discusses the narrative history of Partition.

Pakistan Toward Partition

http://www.workmall.com/wfb2001/pakistan/pakistan_history_toward_partition.html

A Library of Congress Country Study. No claims are made regarding the accuracy of the information in Pakistan Toward Partition.

“India-Pakistan Dispute,” Online NewsHour

http://www.pbs.org/newshour/bb/asia/india-pakistan/timeline_sec1.html

An unbiased and short introduction to the underpinnings of Partition.

“Timeline Leading to Partition,” Indianchild

http://www.indianchild.com/partition_of_india.htm

A timeline that is appropriate for middle school-level discussions.

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