

“Far Apart and Achingly Close”

a brief history of India and Pakistan



How to heal the wounds when two nations feel torn apart over their land and memory?

Objectif final : être capable de parler de l’histoire commune de l’Inde et du Pakistan. Pouvoir évoquer la dimension politique de l’art.

B2 : peut écrire des textes clairs et détaillés sur une gamme étendue de sujets relatifs à son domaine d’intérêt en faisant la synthèse et l’évaluation d’informations et d’arguments empruntés à des sources diverses.

B1 : peut écrire des textes articulés simplement sur une gamme de sujets variés dans son domaine en liant une série d’éléments discrets en une séquence linéaire.

Intermediate task: **POI** ⇒ *share your experience as a group of travellers discovering the Indian-Pakistani border.* Students will work on different aspects and then discuss them.

Final task: **EE** ⇒ *As the curator of an Indian-Pakistani art exhibition, write the introduction to the gallery’s guide, including historical facts for context.*

Vocabulary:

- Talking about historical facts, colonisation and postcolonial events.

Grammar & Pronunciation skills:

- Grammaire : present perfect, voix passive
- Phonologie : Indian + Pakistani accent

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Lesson plan

Introduction: Country profiles India & Pakistan: fill in the grid + choose a picture from the selection, explain your choice, be ready to present it orally to your mates.

I – A BRIEF HISTORY OF INDIA AND PAKISTAN, FROM DECOLONISATION TO WAR AND PEACE PROCESS

- Decolonisation: Partition and its Legacies** CE *The Hidden story of Partition* + CO John Green <https://youtu.be/x6SlxqqfvTU> + *Midnight's Children* incipit.
- Kashmir: the bone of contention** CO Global News <https://www.youtube.com/watch?v=bTfR7D1NkkE> + cartoons.
- Borderline brothers** Wagah border ceremony BBC video <https://www.youtube.com/watch?v=n9y2qtaobbE>

Intermediate task POI ⇨ *share your experience as a group of travellers discovering the Indian-Pakistani border. Students will work on different aspects and then discuss them.*

II – CAN ART BRING THE ENEMY BROTHERS TOGETHER?

- A Bollywood love affair?** CO <https://www.youtube.com/watch?v=FsXXWGsp1eg> + CE *Film-maker Asim Abbasi feels art can bring India and Pakistan closer*
- Art as a common canvas** CE India Art Fair <https://economictimes.indiatimes.com/magazines/panache/india-art-fair-a-platform-where-indian-pakistani-artists-will-see-common-canvas/articleshow/45738531.cms> + The PIND collective <https://www.thepindcollective.org/> in small groups (3-4 students) discover works by The Pind Collective. Together, prepare a presentation of the artist and explain their message.

Final task EE ⇨ *As the curator of an Indian-Pakistani art exhibition, write the introduction to the gallery's guide, including historical facts for context. Example:* <https://www.behance.net/gallery/76043057/Tate-exhibition-leaflet>

Distance Learning worksheet #1

“Far Apart and Achingly Close”



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☆ Introduction ☆

1. Read the profile for each country and fill in the grid below.

India ⇒ <https://www.bbc.com/news/world-south-asia-12557384>

Pakistan ⇒ <https://www.bbc.com/news/world-south-asia-12965779>

India		Pakistan	
			
Origins		Origins	
Main religion		Main religion	
Major languages		Major languages	
President: name + political party + distinctive characteristic		President: name + political party	
Prime Minister: name + political party		Prime Minister: name + political party + fun fact	
Media: most important fact		Media: most important fact	
TIMELINE: key dates			
DATE	EVENT		
	India is home to several ancient civilisations and empires.		
	The British arrive and establish trading posts under The British East India Company - by the 1850s they control most of the subcontinent.		
	India is split into two nations at independence - Hindu-majority India and Muslim-majority Pakistan. Muslim state of East and West Pakistan are created.		
	First war with India over disputed territory of Kashmir.		
	India and Pakistan go to war over East Pakistan, leading to the creation of Bangladesh.		

2. Depending on which team you are, **choose one picture** from the selection, **explain your choice** (why is it striking in your opinion? What feelings does it convey in your opinion?) and **analyse** it (what does it represent, why, what do the people/the colours and the composition suggest, what vision of the country does it give?). **Download** the picture you chose and **be ready to present it orally** to your mates.

Team A (windows/left) Pictures of India ⇒ <https://www.bbc.com/news/world-south-asia-13253218>

Team B (door/right) Pictures of Pakistan ⇒ <https://www.theguardian.com/world/gallery/2011/dec/15/pakistan-in-pictures>

“Far Apart and Achingly Close”

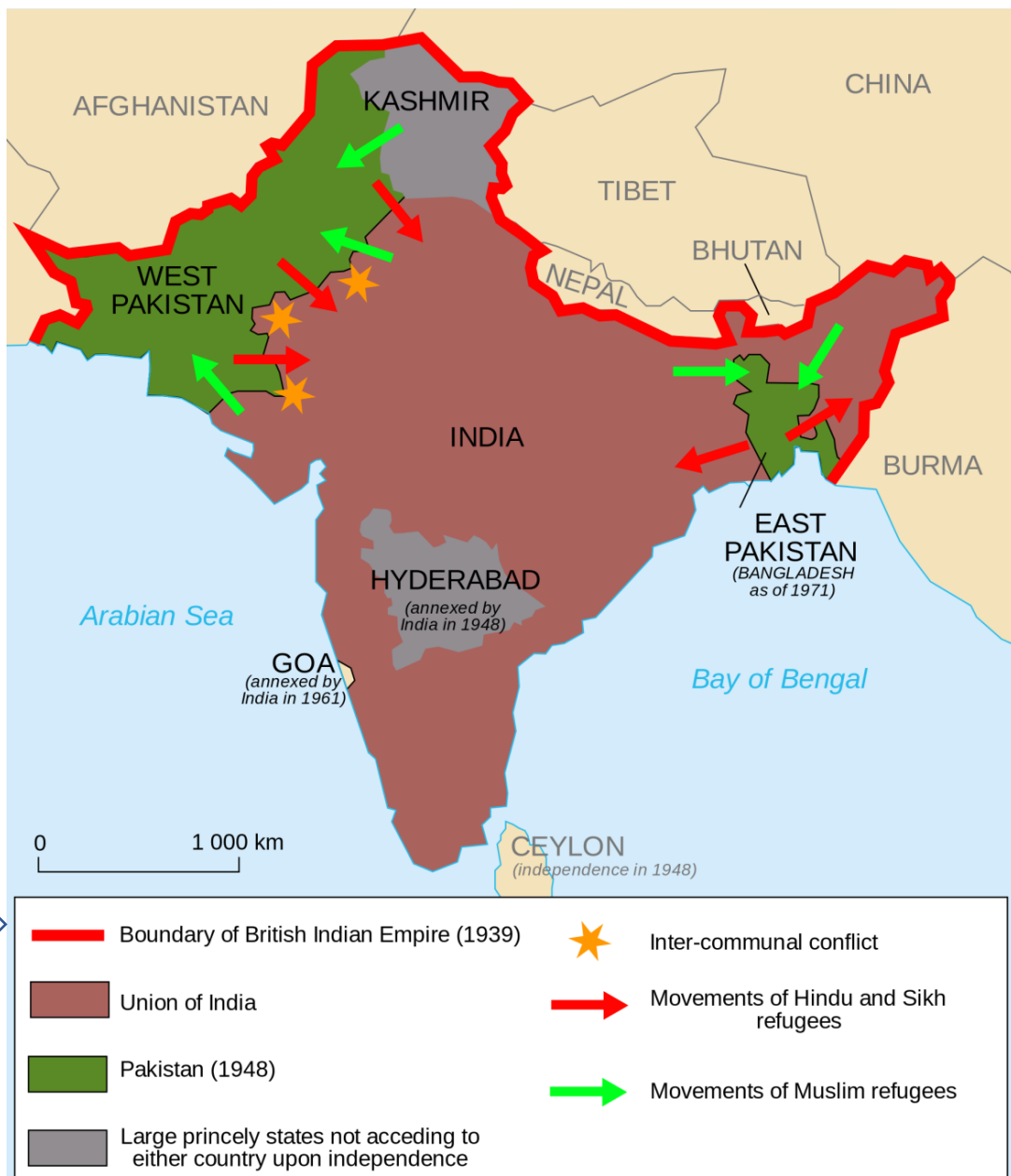
a brief history of India and Pakistan

Distance Learning worksheet #2

I – A BRIEF HISTORY OF INDIA AND PAKISTAN, FROM DECOLONISATION TO WAR AND PEACE PROCESS

a) Decolonisation: Partition and its Legacies

1. Observe the map and the map key to understand how the territories were organized after the Partition of India. Focus on the movements of populations: what kind of refugees had to flee? What zones have been the place of conflict ever since the Partition?



2. Read the text below and answer the questions in your notebook.

The Hidden Story of Partition and its Legacies

by Dr Crispin Bates 2011-03-03

What issues were left unresolved at the time of India's partition in 1947, and how have they continued to plague both India and Pakistan since independence?

Reasons for partition

India and Pakistan won independence in August 1947, following a nationalist struggle lasting nearly three decades. Unfortunately, it was accompanied by the largest mass migration in human history of some 10 million. As many as one million civilians died in the accompanying riots and local-level fighting, particularly in the western region of Punjab which was cut in two by the border.

The agreement to divide colonial India into two separate states - one with a Muslim majority (Pakistan) and the other with a Hindu majority (India) is commonly seen as the outcome of conflict between the nations' elites. This explanation, however, renders the mass violence that accompanied partition difficult to explain. One explanation for the chaotic manner in which the two independent nations came into being is the hurried nature of the British withdrawal. This was announced soon after the victory of the Labour Party in the British general election of July 1945, amid the realisation that the British state, devastated by war, could not afford to hold on to its over-extended empire. Communities, families and farms were cut in two, but by delaying the announcement the British managed to avoid responsibility for the worst fighting and the mass migration that had followed.

Post-partition and conflict over Kashmir

For both India and Pakistan, the most singular conflict unresolved since partition has concerned the former Princely State of Kashmir, whose fate was left undetermined at the time the British left. Lying as it did on the border, Kashmir was claimed by both countries, which have been to war over this region on numerous occasions.

http://www.bbc.co.uk/history/british/modern/partition1947_01.shtml

Understanding the text

1 – **What was the aftermath** (= the consequences) of the Partition of India? **Give three elements.**

2 – **List or underline** the sentences/vocabulary showing that partition was NOT a peaceful process.

3 – **In your own words, explain** the economic and political situation of Great Britain at the time of partition. Then **quote** from the text to support your answer.

3. **Watch** the video “*John Green on Decolonization*” three times or more, WITHOUT subtitles and **take notes** in your notebook. Then **organize your notes** in a consistent paragraph and **be ready to recap** orally. **NB: this will be assessed in class for a couple of students!**

⇒ <https://youtu.be/x6SlxqqfvTU>

⇒ Fun Fact ☺ The speaker is John Green, who is also a very popular American novelist. He wrote *The Fault in Our Stars* among many other Young Adult novels.



4. Salman Rushdie – *Midnight's children*, 1981

a) **Read** the blurb from the back cover of Salman Rushdie's *Midnight's Children*. Based on what you now know about the Partition of India, **name one disaster and one triumph** Saleem is likely to experience in this novel.

VINTAGE CLASSICS

www.vintage-classics.info

WINNER OF THE BOOKER OF BOOKERS

'One of the most important books to come out of the English-speaking world in this generation'

New York Review of Books

Born at the stroke of midnight at the exact moment of India's independence, Saleem Sinai is a special child. However, this coincidence of birth has consequences he is not prepared for: telepathic powers connect him with 1,000 other 'midnight's children' all of whom are endowed with unusual gifts. Inextricably linked to his nation, Saleem's story is a whirlwind of disasters and triumphs that mirrors the course of modern India at its most impossible and glorious.



- b) **Read** the incipit of the novel. **Imagine** what comes next in Saleem’s story and **write** it in your notebook. **Include references** to historic events. You may invent your own characters. ≈ 80-100 words

I was born in the city of Bombay . . . once upon a time. No, that won’t do, there’s no getting away from the date: I was born in Doctor Narlikar’s Nursing Home on August 15th, 1947. And the time? The time matters, too. Well then: at night. No, it’s important to be more . . . On the stroke of midnight, as a matter of fact. Clock-hands joined palms in respectful greeting as I came. Oh, spell it out, spell it out: at the precise instant of India’s arrival at independence, I tumbled forth into the world. There were gasps. And, outside the window, fireworks and crowds.

b) Kashmir: the bone of contention

1. **Watch** the video “*Pakistan-India conflict: Why Kashmir is the centre of the dispute*”



three times (or more). You may use subtitles, in English, but it is better if you do not use any. **Take notes** in your notebook.

<https://www.youtube.com/watch?v=bTfR7D1NkkE>

2. Which words are **synonymous** with the phrase “*bone of contention*”? **Pick synonyms** among the list below:

agreement – apple of discord – conflict – contract – disagreement –
dispute – file – issue – police action – problem – relation – strategy

3. Then **organize your notes** in a consistent paragraph and **be ready to recap** orally in your own words. **NB: this will be assessed in class for a couple of students!**

⚠ If you need extra help to understand the situation, here is a short article about it:

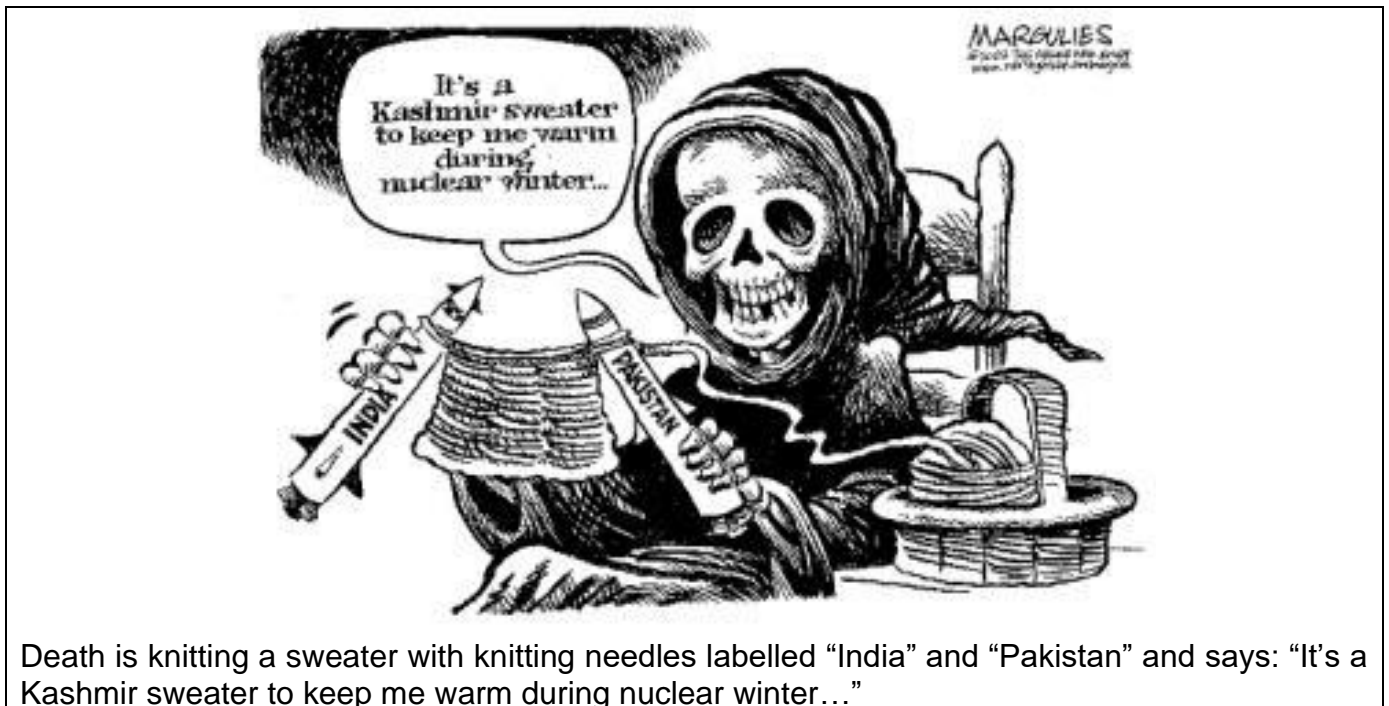
Kashmir as a Bone of Contention Between Two Nuclear Powers

Kashmir is referred to as the most dangerous place on earth. This is because Kashmir is a bone of contention between two nuclear powers, India and Pakistan. Any tension resulting from the Kashmir situation is cause for alarm. The present crisis in Kashmir owes its origins

to the partition of British India in 1947. Kashmir was a princely state at the time of partition. Under the terms of partition, the rulers of all princely states had to decide as to which of the two countries the state would accede to. The princely states were also told to make the decision according to the wishes of the majority population. Since the majority population of Kashmir was Muslim, the ruler should have acceded to Pakistan, but he chose to accede to India. This created great resentment in Kashmir as well as in Pakistan and there was a massive uprising in Kashmir against the ruler's decision. In the resulting turmoil, the Indian government took the matter to the United Nations Security Council which adopted resolutions calling for an independent plebiscite in Kashmir. Meanwhile after accepting the accession of Kashmir, the Indian government provided special status for Kashmir in its constitution. The present Bharatiya Janata Party (BJP) government of Prime Minister Narendra Modi has (...) incorporated the disputed territory of Kashmir into the Indian union.

Ambassador [Ali Sarwar Naqvi](#), Executive Director of the Center for International Strategic Studies (CISS), Islamabad, Pakistan. 26.08.2019

5. Now observe these cartoons.



Death is knitting a sweater with knitting needles labelled "India" and "Pakistan" and says: "It's a Kashmir sweater to keep me warm during nuclear winter..."



Two men are sword-fighting over a third man who acts like a bridge over a crevice/precipice.



In the first picture, two spokesmen are delivering the exact same speech to their respective nations (Pakistan and India). In the second, larger picture, they are kept apart by a heap of papers reading: “years of mistrust”, “militancy”, “killings”, “ceasefire violations”.

⇒ **Pick** the one that best illustrates the situation between India and Pakistan in your opinion and **explain why**. Write your answer with your argument(s) in your notebook.

c) Borderline brothers

1. Look at this picture of the Wagah border between India and Pakistan. **Guess** what is going on.



2. Watch the video “Michael Palin at the India-Pakistan border ceremony – BBC footage” and take notes in your notebooks. **Recap.**

⇒ <https://www.youtube.com/watch?v=n9y2qtaopbE>

----- INTERMEDIATE TASK -----

POI (Production Orale en Interaction) ⇒ *share your experience as a group of travellers discovering the Indian-Pakistani border.*



⇒ **Choose one** document among the three below. **Read or watch** it and **list what impressions are conveyed** through the traveller's experience. **Recap in your notebook** as if you had travelled there.

⇒ Be ready to **discuss your experience of travelling** to the Indian-Pakistani border with your mates.

- **The Wagah Border: Pakistan and India's Flamboyant Crossing CE**
<https://www.thebrokebackpacker.com/wagah-border-crossing/>
- **INDIA TO PAKISTAN - Crossing the Wagah Border on Foot Solo! The Wandering Quinn CO** <https://www.youtube.com/watch?v=CX8xRV-XHT8&t=6s>
- **Crossing the world's most dangerous border CE**
<https://futuretravel.today/indiatopakistan-18e34654224b>

“Far Apart and Achingly Close” *a brief history of India and Pakistan*

Distance Learning worksheet #3

II – CAN ART BRING THE ENEMY BROTHERS TOGETHER?

c) A Bollywood love affair?

1. Look at these pictures from Bollywood movies. What is striking in your opinion?



2. **Watch the video and take notes** (subtitles are included).

⇒ <https://www.youtube.com/watch?v=FsXXWGsp1eg>

⇒ What is **the position of Pakistan**? What about **India**? How do **Bollywood fans** react to this situation?



3. **Read the short article:** "*Film-maker Asim Abbasi feels art can bring India and Pakistan closer*". **Sum-up** Asim Abbasi's opinion **in your own words**.

Asim Abbasi feels art can bring India and Pakistan closer

'I have been speaking to several Indian journalists but I am a Pakistani,' the 'Cake' director shared



Asim Abbasi on the sets of *Churails*.

Film-maker Asim Abbasi, who made his digital debut with the web series *Churails* on an Indian OTT platform for the first time, has been lauded for a gripping storyline. With *Churails* being the first ever Pakistani production under an Indian streaming giant, the director has shared that such exchange in the field of entertainment, can felicitate unity between India and Pakistan despite the political bitterness between the two countries.

"Art should felicitate something that political conflicts are unable to do, and that is building bridges. For the last few days that is exactly what I am doing. I have been speaking to several Indian journalists, sitting here in the UK but I am a Pakistani. We are connecting through the medium of storytelling, which is one of the oldest forms of entertainment," Asim said.

He went on to add, "Earlier people used to gather around fireplaces to tell stories. These days we are doing the same thing on screen. We are watching stories on phones and laptops. The purpose of art is to bring people together. Due to institutional politics, the exchange will get stopped for a while but honestly it is like a magnet. We will keep coming together. Look at our history. We were separated and then came together again."

"Our agenda is different than that of politics, we are not infuriating hate, our stories only bring us together," mentioned the filmmaker who made his debut with the 2018 film "Cake", which was Pakistan's entry at the Oscars.

Entertainment Desk, August 18, 2020, <https://tribune.com.pk>

b) Art as a common canvas

1. Read the text below and then answer the questions.

India Art Fair, a platform where Indian, Pakistani artists will seek common canvas



While exchanges across the India-Pakistan border these days seem to consist mostly of heavy artillery and tough talk, artist communities on both sides are trying to forge closer ties. They are looking to create a global space for the fine arts of the subcontinent and build commercial links, besides getting diplomats involved as well.

5 The seventh India Art Fair, which will be held in Delhi from January 29 to February 1, will keep its focus on South Asia, with a pavilion dedicated to Pakistani art and a speakers' forum for panelists from that country. Then, the two countries will share a pavilion titled with the theme of My East is Your West to showcase art from India and Pakistan at this year's Venice Biennale starting May. India Art Fair founder-director

10 Neha Kirpal is in talks with the Pakistan High Commission in Delhi and Indian diplomats in the neighbouring country to work out an exchange programme for art ambassadors from each to visit museums and art colleges later this year.

15 "Pakistani art has a tremendous following in India," said Kirpal. "Dedicated visitors and collectors to our fair have demanded 'show us Pakistani art'. So our objective is to fill that demand." Kirpal explained that emerging markets around the world have realised that each art fair has to be distinct and reflect its own unique content.

20 "Having crystallised our positioning over the last seven years, we have put the focus on our South Asian identity in an impactful way. For this, we are going to ensure that we have a deep and broad representation not just from India but also from Pakistan, Bangladesh, Bhutan, Sri Lanka and Nepal," said Kirpal. The IAF director said a deep and broad representation gives the fair a pan-subcontinental outlook and efforts by the Gujral Foundation for the joint pavilion at Venice will help showcase the subcontinent's art at a global forum.

Pankaj Molekhi, Jan 03, 2015, <https://economictimes.indiatimes.com>

Understanding the text

- What is the goal of the Indian Art Fair platform?
- How does this program differ from the political and military situation in South Asian countries?
- How is Pakistani art perceived in India?

2. Read this webpage about the PIND Collective.



AVANI TANDON VIEIRA *Co-founder*

Avani is a PhD candidate and Gates scholar at the University of Cambridge. Her work considers little magazines and cultures of independent publishing in the city of Bombay. She enjoys the company of dogs, overlong naps, and watching kdramas.



ANSH RANVIR VOHRA *Co-founder*

Ansh is a Toronto-based non-fiction filmmaker. His work focuses on stories that examine mental health, migration and social justice. He was one of 10 Canadian filmmakers invited to participate in the HotDocs Emerging Filmmakers Lab 2020, one of 12 artists from around the world chosen to attend the UnionDocs 2017 Collaborative Studio Fellowship in New York, and a Hotdocs Emerging Film Fellow 2021, supported by Netflix.

The Pind Collective is a collaborative art space that seeks to bring together young artists from India and Pakistan. As neighbours that are both incredibly close and painfully far apart, our nations present us with histories that are as distinct as they are shared. Pind¹ is an effort to look across this divide and share work that is reflective of the contemporary spaces and identities we occupy, political or otherwise.

The project works through a process of creation and response. For the first stage, ten artists will work on a common theme, creating work that reflects what this theme means to them. We hope to document the range of forms that a single idea can take, across disciplines and across borders. For the second stage, each artist will be matched with another artist from the collective and will create a piece in response or in collaboration. The aim is to create a platform that connects, expands and inspires.

We are ten young voices and these are our stories.

¹ *Pind* is the Punjabi word for village. Punjab is a large region that was partitioned between India and Pakistan in 1947.

3. **Discover** works by The Pind Collective: <https://www.thepindcollective.org/>
Alone or in small groups, **gather information** and visuals to **prepare a presentation** of one of the artists and be ready to **explain their message** to the class.
4. **Express yourself!**



Rap out of rage, by Pakistani artist Safwan Subzwari

- a) **“When words fail, art speaks.”** Do you agree with this quote? Why or why not? **Write** your answer in an organized, 30-word paragraph.
- b) **Speak up! In your opinion, can art bring people together?**
Give precise examples from *The Pind Collective* and your personal experience (use any kind of art: music, cinema, literature, visual arts...) to support your answer. Record your thoughts in audio, then upload your audio file on Pronote.

<https://view.genial.ly/6066ea75d0751f73745860f5/guide-online-education-guide>

----- FINAL TASK -----

“Far Apart and Amazingly Close” – a brief history of India and Pakistan



Part 1: As the curator of an Indian-Pakistani art exhibition, write the introduction to the gallery’s guide, including historical facts for context. Show how artists from both countries are trying to bring together Indian and Pakistani audiences.

Qualité du contenu		Cohérence de la construction du discours		Correction de la langue écrite		Richesse de la langue	
B2	J’ai traité le sujet avec un écrit clair, détaillé, en incluant des éléments culturels pertinents. (= 200 words, including historical and cultural facts to give context to the exhibition).	5	J’ai produit une argumentation en indiquant la relation entre les faits et les idées dans un texte bien structuré. (ex: a well-organised, consistent introduction to the exhibition with convincing arguments, I have clearly explained the artists’ aim and what makes their art powerful).	5	Je maîtrise les structures simples et courantes, même si j’ai fait des erreurs sur des structure complexes, elles ne donnent pas lieu à des malentendus (= My work is understandable as my grammar is correct: syntax, tenses, general vocabulary...).	5	L’éventail du lexique et des structures que j’utilise est suffisamment large pour me permettre un discours précis et une variété dans les formulations (= I have used varied, rich vocabulary, including words I learnt while studying this unit).
B1	J’ai traité le sujet avec un écrit intelligible et relativement développé et quelques éléments culturels. (ex: 180-200 words, a few historical and cultural facts to contextualize the exhibition).	4-3	J’ai pu exposer et illustrer mon point de vue dans un écrit globalement cohérent. (ex: my work is globally well-organised, consistent with quite relevant arguments about the artists’ message).	4-3	J’ai une assez bonne maîtrise des structures simples et courantes. Les erreurs sur les structures simples ne gênent pas la lecture de mon devoir.	4-3	Pour formuler mes idées, j’utilise des périphrases et des répétitions.
A2	J’ai traité le sujet mais ma production est courte (ex: less than 180 words, few historical/ cultural references).	2	J’ai pu exposer mon point de vue avec des connecteurs élémentaires (ex: simple linking words/phrases to organise my work).	2	Mon devoir est compréhensible, malgré des erreurs fréquentes.	2	Mon répertoire lexical est limité mais je peux produire un texte qui répond au sujet posé.
A1	J’ai amorcé une production écrite en lien avec le sujet. (ex: my introduction is very short, no historical/ cultural references).	1	J’ai pu énumérer des informations sur le sujet (ex: I wrote a list of ideas about the exhibition).	1	J’ai pu produire un texte globalement compréhensible mais dont la lecture est difficile en raison des erreurs.	1	J’ai pu produire un texte globalement compréhensible malgré un lexique pauvre.

Part 2: Correct your mistakes, then use your introduction to the gallery’s guide to create an exhibition leaflet. Here is an example: <https://www.behance.net/gallery/76043057/Tate-exhibition-leaflet>

Part 2		
- I have corrected my mistakes properly.	/2	Correction + editing /5
- My leaflet is well-organized and includes visuals. It looks professional.	/3	

