Essential Question
What happens when societies interact?

Enduring Understanding
When societies interact, culture changes, diseases spread and cultural and religious differences produce instability.

TEKS/SEs
Summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts. 13E Readiness
Explain how Arab rejection of the State of Israel has led to ongoing conflict. 13F
Analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models. 15B Incorporated
Analyze the influence of human and physical geographic factors on major events in world history... 16B Readiness
Interpret maps, charts, and graphs to explain how geography has influenced people and events in the past. 16C Incorporated
Identify examples of individuals who led resistance to political oppression such as Nelson Mandela, Mohandas Gandhi, Oscar Romero, Natan Sharansky, Las Madres de la Plaza de Mayo, and Chinese student protesters in Tiananmen Square. 22E

Instructional Considerations
Hook: Have students work in pairs and decide whether they agree or disagree with the following statement: Religious freedom in a society should guarantee freedom from conflict. Have the students brainstorm two reasons why they agree or two reasons why they disagree with the statement. After discussion, have pairs share their responses with the class.

Vocabulary: Use multiple vocabulary acquisition strategies from the Instructional Strategies Handbook so that students understand the following essential vocabulary: partition, non-violence, civil disobedience, economic sanctions, nuclear threat, hot spot

Activity 1: Guided Reading and Analysis of a Biography and a Letter
Guide the students in reading the short biography of Gandhi on page 3 and a letter that Gandhi wrote in 1930 on pages 4 and 5. Use the organizer on page 2 to analyze the ideas expressed in the documents. First, compare the ideas and issues expressed in the two documents. Second, highlight an idea and show how Gandhi expressed that idea in his own words.

Activity 2: Guided Reading and Map Analysis
As a class, read the selected passage and examine the map on the Partition of India by Great Britain in 1947 on page 6. Emphasize why the partition created to grant independence to India and Pakistan led to conflicts and violence. Use the questions to guide students to formulate verbal and written responses.

Activity 3: Reading Comprehension and Analysis
Independent Practice: Students will read the passage and analyze the maps on page 7 regarding the continuing conflict between India and Pakistan. Students are to determine in what ways the conflict between these nations is political, religious, or both.

Activity 4: DBQ on Conflicts in the Middle East
1. Students analyze the documents on pages 8 and 9 regarding conflicts in the region of the Middle East. Create a table or chart on page 10 to classify and organize evidence in the documents.
2. Students use the evidence organized on page 10 to write an argumentative essay. Students can use the lined pager on page 11 to complete their essays.
   Argumentative Essay: To show that one has made a valid argument, students will adopt the position to “agree or disagree” using Critical Attributes of Argumentative Writing: Economic sanctions will not solve problems in the Middle East.
Directions: Read the short biography of Gandhi on page 3 and a letter that Gandhi wrote in 1930 on pages 4 and 5. Use the organizer below to analyze the ideas expressed in the documents. First, compare the ideas and issues expressed in the two documents. Second, highlight an idea and show how Gandhi expressed that idea in his own words.

<table>
<thead>
<tr>
<th>Ideas and Issues from the Gandhi BIOGRAPHY</th>
<th>Ideas and Issues from the Gandhi LETTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas Expressed in the Biography:</td>
<td>Main Ideas of the Letter:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Reasons for Wanting Independence Stated in the Biography:</td>
<td>Reasons for Wanting Independence Stated in the Letter:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Gandhi’s Actions:</td>
<td>Plan of Action Stated in the Letter:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Two Ideas that Best Represent Gandhi from the Biography:</td>
<td>How Gandhi Expressed those Ideas in His Own Words:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Mohandas Karamchand Gandhi, (1869-1948),
Gandhi was one of the foremost spiritual, political, moral, and cultural leaders of the 1900's. He helped free India from British control by using a unique method of nonviolent resistance. Gandhi is honored by the people of India as the father of their nation. He was slight in build but had great physical and moral strength. He was assassinated by an Indian who resented his program of tolerance for all creeds and religions.

Gandhi’s beliefs. The people called Gandhi the Mahatma (Great Soul). His life was guided by a search for truth. He believed truth could be known only through tolerance and concern for others and that finding a truthful way to solutions required constant testing. He called his autobiography My Experiments with Truth. Gandhi overcame fear and taught others to master fear. He believed in nonviolence and taught that to be truly nonviolent required courage. He lived a simple life and thought it was wrong to kill animals for food or clothing.

Gandhi developed a method of direct social action, based upon principles of courage, nonviolence, and truth, which he called Satyagraha. In this method, the way people behave is more important than what they achieve. Satyagraha was used to fight for India’s independence and to bring about social change.

In 1893, Gandhi went to South Africa to do some legal work. South Africa was then under British control. Almost immediately, he was abused because he was an Indian who claimed his rights as a British subject. He saw that all Indians suffered from discrimination. He stayed in South Africa for 21 years to work for Indian rights. As part of Satyagraha, he promoted civil disobedience campaigns and organized a strike among Indian miners. He was arrested many times by the British, but his efforts brought important reforms. Gandhi also worked for the British when he felt justice was on their side.

Gandhi’s independence campaigns. In 1914, Gandhi returned to India. Within five years, he became the leader of the Indian nationalist movement.

In 1919, the British imperial government introduced the Rowlatt bills to make it unlawful to organize opposition to the government. Gandhi led a Satyagraha campaign that succeeded in preventing passage of one of these bills. The other was never enforced. Gandhi called off the campaign when riots broke out. He then fasted to impress the people with the need to be nonviolent. His belief in the cruelty of imperial rule was demonstrated by the Amritsar Massacre of April 13, 1919.

A British general ordered his men to fire on an unarmed crowd, and almost 400 Indians were killed. This made Gandhi even more determined to develop Satyagraha and to win independence through nonviolent resistance.

Gandhi began a program of hand spinning and weaving around 1920. He believed the program (1) aided economic freedom by making India self-sufficient in cloth; (2) promoted social freedom through the dignity of labor; and (3) advanced political freedom by challenging the British textile industry and by preparing Indians for self-government.

In 1930, Gandhi led hundreds of followers on a 240-mile (386-kilometer) march to the sea, where they made salt from seawater. This was a protest against the Salt Acts, which made it a crime to possess salt not bought from the government. During World War II (1939-1945), Gandhi continued his struggle for India’s freedom through nonviolent disobedience to British rule. He was jailed for the last time in 1942. Altogether, he spent seven years in prison for political activity. He believed that it is honorable to go to jail for a good cause.

Freedom and death. India was granted freedom in 1947. But the partition of India into India and Pakistan grieved Gandhi. He was saddened also by the rioting between Hindus and Muslims that followed. Gandhi had worked for a united country, and he had urged Hindus and Muslims to live together in peace.

On Jan. 13, 1948, at the age of 78, Gandhi began his last fast. His purpose was to end the bloodshed among Hindu, Muslim, and other groups. On January 18, their leaders pledged to stop fighting and Gandhi broke his fast. Twelve days later, in New Delhi, while on his way to a prayer meeting, Gandhi was assassinated. A shocked India and a saddened world mourned Gandhi’s death. The great scientist Albert Einstein said of Gandhi: "Generations to come will scarcely believe that such a one as this walked the earth in flesh and blood."

Source: Ghandi, World Book
Photo: World Book
Dear Friends

Before embarking on Civil Disobedience and taking the risk I have dreaded to take all three years, I would again approach you and find a way out. My personal faith is absolutely clear. I cannot intentionally hurt anything that lives, much less fellow human beings, even though they may do the greatest wrong to me and mine. Whilst, therefore, I hold the British rule to be a curse, I do not intend harm to a single Englishman or to any legitimate interest he may have in India.

I must not be misunderstood. Though I hold the British rule in India to be a curse, I do not, therefore, consider Englishmen in general to be worse than any other people on earth. I have the privilege of claiming many Englishmen as dearest friends. Indeed much that I have learnt of the evil of British rule is due to the writings of frank and courageous Englishmen who have not hesitated to tell the unpalatable truth about that rule.

And why do I regard the British rule as a curse?

It has impoverished the dumb millions by a system of progressive exploitation and by a ruinously expensive military and civil administration which the country can never afford.

It has reduced us politically to serfdom. It has sapped the foundations of our culture. And, by the policy of disarmament, it has degraded us spiritually. Lacking the inward strength, we have been reduced, by all but universal disarmament, to a State bordering on cowardly helplessness….

...But the resolution of Independence should cause no alarm, if the word Dominion Status mentioned in your announcement had been used in its accepted sense. For, has it not been admitted by responsible British statesmen, that Dominion Status is virtual Independence? What, however, I fear is that there never has been any intention of granting such Dominion Status to India in the immediate future.

It seems as clear as daylight that responsible British statesmen do not contemplate any alteration in British policy that might adversely affect Britain’s commerce with India or require an impartial and close scrutiny of Britain’s transactions with India. If nothing is done to end the process of exploitation, India must be bled with an ever-increasing speed.

Not one of the great British political parties, it seems to me, is prepared to give up the Indian spoils to which Great Britain helps herself from day to day, often, in spite of the unanimous opposition of opinion.

Nevertheless, if India is to live as a nation, if the slow death by starvation of her people is to stop, some remedy must be found for immediate relief. ...

...And the conviction is growing deeper and deeper in me that nothing but unadulterated non-violence can check the organised violence of the British Government. Many think that non-violence is not an active force. My experience, limited though it undoubtedly is, shows that non-violence can be intensely active force. It is my purpose to set in motion that force as well against the organised violent force of the British rule as the unorganised violent force of the growing party of violence. To sit still would be to give rein to both the forces above mentioned. Having an unquestioning and immovable faith in the efficacy of non-violence, as I know it, it
would be sinful on my part to wait any longer. This non-violence will be expressed through civil disobedience, for the moment confined to the inmates of the Satyagraha Ashram, but ultimately designed to cover all those who choose to join the movement with its obvious limitations.

I know that in embarking on non-violence I shall be running what might fairly be termed a mad risk. But the victories of truth have never been won without risks, often of the gravest character. Conversion of a nation that has consciously or unconsciously preyed upon another, far more numerous, far more ancient and no less cultured than itself, is worth any amount of risk.

I have deliberately used the word conversion. For my ambition is no less than to convert the British people, through non-violence, and thus make them see the wrong they have done to India. I do not seek to harm your people. I want to serve them even as I want to serve my own.

This letter is not in any way intended as a threat but is a simple and sacred duty peremptory on a civil resister. Therefore I am having it specially delivered by a young English friend who believes in the Indian cause and is a full believer in non-violence, and whom Providence seems to have sent to me, as it were, for the very purpose.

I remain
Your sincerely friend
(Sd.) M.K. Gandhi
Directions: Read the selected passage and examine the map on the Partition of India by Great Britain in 1947. Discuss the questions and write responses for each question below.

1. The British grew weary of the disagreements between Muslim and Hindu leaders in India. According to information in the reading and on the map, how did the British decision to create a Muslim country and a country whose majority was Hindu affect the population in areas partitioned?

________________________________________________________________________________________________

2. Should the British be held accountable for the conflicts that happened as a result of the Partition of India? Why or why not?

________________________________________________________________________________________________

3. Why would the British withdrawal from India motivate independence movements in the Middle East and Africa?

________________________________________________________________________________________________

4. What are some similarities and differences between the withdrawal of the British from India and the withdrawal from the 13 Colonies on the Atlantic coast?

________________________________________________________________________________________________
Directions: Examine the following maps, political cartoon and text. Answer the questions that follow.

**1. Is the conflict between India and Pakistan more political or more religious? Explain.**

_________________________________________________________________________________________________
_________________________________________________________________________________________________
_________________________________________________________________________________________________

**2. Why would the western world consider the conflict in this region to be a “Hot spot?”**

_________________________________________________________________________________________________
_________________________________________________________________________________________________
_________________________________________________________________________________________________

**3. What message is the cartoonist conveying in the political cartoon above?**

_________________________________________________________________________________________________
_________________________________________________________________________________________________
_________________________________________________________________________________________________

---

**Hot Spots: Pakistan and India**

After India and Pakistan gained their independence in 1947, India was a country largely populated by Hindus. Pakistan was a country for Muslims. Kashmir, claimed by India, was a Muslim populated area ruled by a Hindu prince. Pakistan and India have fought two wars over control of Kashmir.

When the Soviet Union collapsed in 1991, the Cold War with the United States ended. Since the U.S. and the Soviet Union were powers that had enough nuclear weapon to blow up the world over a hundred times, the end of the Cold War seemed to be a hope that a threat of nuclear war was over.

India and Pakistan, however, both have nuclear bombs. The conflicts between these two countries revived the fear of a nuclear war.

Source: Adapted from World Book
Independence and Conflicts in Asia and the Middle East

DBQ on Conflicts in the Middle East

Directions: Analyze the documents on pages 8 and 9 regarding conflicts in the region of the Middle East. Create a table or chart on page 10 to classify and organize evidence in the documents. Use that evidence to write an essay to agree or disagree that “Economic sanctions will not solve conflicts in the Middle East.” Complete your essay on page 11.

United Nations Partition and Creation of the State of Israel

After World War II, western European countries and the United States encouraged the United Nations to establish a national homeland for the Jews in their ancestral land. This led to conflict with Arab nations. The Jewish homeland, Israel, was established to be a democracy. Many Arab nations had dictators.

The United Nations partitioned the Jewish state in 1947 along with the Palestinian state. The Jewish state became the nation of Israel in 1948. However, the Arab nations rejected this and war started.

Israel was accepted as a member of the United Nations in 1949. Tensions with the Arab world continued and war broke out again in 1967. In six days Israel defeated the armies of Egypt, Syria, and Jordan. The Israelis occupied the Golan Heights, Gaza Strip, and Sinai Peninsula.

The Israelis believed that military strength and occupation of Palestinian territory was the only way to protect itself. Arab terrorist attacks continued and were directed toward Israeli citizens.

The Palestinians felt that they were unlawfully removed from their land in 1948 and the promise to set up a Palestinian nation was abandoned by the United Nations. For a long time the Arab nations rejected the independence of Israel.

Some Palestinians justified terrorist attacks because Israel had a stronger army and was more technologically advanced.

Palestinian Authority

Efforts at a peaceful resolution to the conflicts between Arabs and Israel have continued with encouragement from the United States and the United Nations.

Palestinians have gained authority over communities and are making arrangements to seek status as a separate Palestinian nation.

Source: Adapted from World Book
**Iranian Hot Spot—CIA Profile on Iran**

“Known as Persia until 1935, Iran became an Islamic republic in 1979 after the ruling monarchy was overthrown and Shah Mohammad Reza Pahlavi was forced into exile. Conservative clerical forces established a theocratic system of government with ultimate political authority vested in a learned religious scholar referred to commonly as the Supreme Leader who, according to the constitution, is accountable only to the Assembly of Experts - a popularly elected 86-member body of clerics. US-Iranian relations have been strained since a group of Iranian students seized the US Embassy in Tehran on 4 November 1979 and held it until 20 January 1981. ...

Iran has been designated a state sponsor of terrorism for its activities in Lebanon and elsewhere in the world and remains subject to US, UN, and EU economic sanctions and export controls because of its continued involvement in terrorism and its nuclear weapons ambitions. ...Officials of the Iranian government have repeatedly stated threats to destroy the societies in both Israel and the United States.

In mid-February 2011, opposition activists conducted the largest anti-regime rallies since December 2009, spurred by the success of uprisings in Tunisia and Egypt. Protester turnout probably was at most tens of thousands and security forces were deployed to disperse protesters. Additional protests in March 2011 failed to elicit significant participation largely because of the robust security response, although discontent still smolders.” Adapted from: CIA World Fact-book

---

**Nuclear Threat?**

Iranian officials say that their nuclear energy can be used for cancer treatments, industrial energy, and energy for households. They claim that their peaceful purposes should not be criticized by the U.S. and other countries that already have nuclear weapons.

 Critics of Iran say that the Iranian supply of oil is so great that they have no need for nuclear energy. Critics also point out that Iran has made threats against western countries and violated United Nations policies. The critics fear that if Iran gets nuclear weapons, more countries in the region will want them. This could lead to a major threat of nuclear war. Source: Adapted from World Book
1. Create a table or chart to organize the relevant facts from the documents on pages 8 and 9. Your table should include:
   - The nations involved
   - Historical events
   - Examples of tensions and conflicts
   - The points of view of the different sides of the conflicts
2. Argumentative Essay:
To show that one has made a valid argument, students will adopt the position to “agree or disagree” using Critical Attributes of Argumentative Writing: Economic sanctions will not solve problems in the Middle East.