

## Attachment A: Indian Independence

- English Domination
  - Beginning in the 1700s, England began to influence India's economy.
  - By the 1800s, India was considered England's "Crown Jewel."
  - England improved India's infrastructure to better serve the people and reach resources.
  - England limited the economic and political rights of Indians.

### Question for discussion:

- What motives did England have for limiting the economic and political rights of Indians? (Answers could revolve around racism and England's strategy of keeping Indians inferior so they would not resist working for the English companies.)

- Beginnings of the independence movements
  - Many Indians received an English education and learned of nationalism and democracy.

### Question for discussion:

- How might receiving an English education help the independence movement in India? (Have students think back to the Age of Enlightenment and its influence on America and France.)

- Creation of the Congress Party and the Muslim League caused tension in India.
  - Congress Party: A group of Hindu Indians who lobbied for Indian control of India.
  - Muslim League: A group of Muslim Indians who lobbied for greater Muslim control of India.

### Question for discussion:

- How could this religion-based party system create tensions within India and affect the Indian push for self-rule? (Possible answer: Muslims and Hindus would become so occupied with conflict against each other that they could not focus on the English colonization.)

- Mohandas Gandhi led the Indians in their struggle for independence. (To begin this section go around the room and ask students information they learned about Gandhi from their assigned reading):
  - Educated in England then worked for British government in South Africa
  - Brought the idea of a free India to the common people
  - Preached the ideas of civil disobedience and passive resistance
    - a. Understood that the Indian people could not defeat the British militarily
    - b. Urged Indians to boycott (refuse to buy) British goods and to avoid pay taxes, obeying unjust laws, and attending British courts
  - British turned to violence by arresting and sometimes killing protestors.

### Questions for discussion:

- How might this boycott influence the British government? (Possible answer: British government would be angered because British companies would lose money.)
- What American would use these same practices during the 1960s? (Martin Luther King, Jr.)
- Why would this act of violence against Indians help the Indian independence movement? (Possible answer: The English people and the world would begin to see the violence and would turn against the English government.)

- Hindu/Muslim tensions increased.
  - Hindus wanted a majority control of India.
  - Muslims wanted a separate Muslim state in Northwest India.
  - Many riots broke out and left thousands dead and tens of thousands wounded.

**Questions for discussion:**

How far did these tensions date back? (Answer: to the 1500s, when the Mughal Empire was established in Northwest India).

- Independence and Partitioning
  - 1947: India split into East and West Pakistan (Muslim-controlled) and India (Hindu-controlled). Tensions continued as trainloads of religious refugees were killed trying to flee to lands controlled by their religious group.
  - 1947: England turned troubles over to the newly created United Nations.
    - a. English citizens had lost interest in world conquest after World War II.
    - b. England was too busy trying to rebuild after the destruction of World War II.
  - 1947: The UN recognized Pakistan and India as independent nations.
  - 1948: Gandhi was assassinated by Hindu extremist
  - 1971: Pakistan split, with East Pakistan becoming Bangladesh.

**Questions for discussion:**

- Have students look at two maps of India—one before partitioning and one after. What new nations were created?
- Why did the British government create new nations?
- What were some potential troubles with this partitioning (from a geographical perspective)?