



<b>India Partition Lesson</b>	
<b>Central Historical Question:</b> Was the partition of India a good plan given what people knew at the time?	
<b>California State Standard</b>	<b>10.10.2 Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.</b>
<b>Common Core State Standard(s):</b>	
<b>Reading</b>	<b>Writing</b>
<p><i>1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</i></p> <p><b>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</b></p> <p><b>4.</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p><b>6.</b> Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p><b>7.</b> Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p><b>8.</b> Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p><b>10.</b> <i>By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</i></p>	<p><b>1. Write arguments focused on discipline-specific content.</b></p> <p style="padding-left: 20px;"><b>a.</b> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p><b>4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>8.</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><b>9.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>10.</b> <i>Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</i></p>