



**Working Towards Peace:**  
*Understanding the*  
**Kashmir Conflict**



Hindu American Foundation  
[hinduamerican.org](http://hinduamerican.org)

# Working Towards Peace: *Understanding the* **Kashmir Conflict**



# Lesson Plan

Since 1947, there has been an ongoing conflict in Kashmir (currently divided between India, Pakistan, and China) that is rooted in colonialism, geographical boundaries, socio-religious and historical factors, and terrorism. This three-part critical reading lesson provides students with an opportunity to learn about the significance of the Kashmir conflict and the impact it has on foreign relations between two modern nation states, as well as its influence on the quality of life for the region's diverse residents.

## SUBJECT

- › World History
- › Geography
- › Civics

## GRADE LEVEL

High school, 10th – 12th grade

## TIME

Three 45 to 60 minute class periods

## OBJECTIVES

Upon completion of this lesson, students will be able to:

- › Describe the history and current events in relation to the Kashmir Conflict.
- › Analyze how changing perceptions of places and environments impact the choices of people and current events.
- › Compare different perspectives from diverse sources on the same issue.

## COMMON CORE STATE STANDARDS

- › **R1:** Cite textual evidence when writing or speaking to support conclusions drawn from the text.
- › **R9:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- › **W2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- › **L4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- › **L6:** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- › **RH.9-10.2:** 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.

## KEYWORDS AND TERMS

- |                        |                           |
|------------------------|---------------------------|
| › Accession            | › Rehabilitate            |
| › Plebiscite           | › Upsurge                 |
| › Insurgency           | › Foment                  |
| › Ideology             | › Extrajudicial           |
| › Civilians            | › Repression              |
| › Disenfranchised      | › Bias                    |
| › Ethno-religious      | › Generalizations         |
| › Boundary Settlement  | › Unconventional Warfare  |
| › Ceded                | › Annex                   |
| › Militants            | › Princely state          |
| › Kashmiri Pandits     | › Kashmiriyat             |
| › Conventional Warfare | › Article 370             |
| › Displaced            | › Autonomy                |
| › Resolution           | › Instrument of Accession |
| › Successive           | › Ethnic Cleansing        |

## PART A: UNDERSTANDING THE CONFLICT

1. **Begin the lesson by asking students warm-up questions about Kashmir and the Kashmir conflict. For example:**
  - Where is Kashmir?
  - Have you heard of the conflict in Kashmir?
  - Why is there a conflict in Kashmir and how does that influence the people who live there?
  - What role (if any) do you think religion plays in the Kashmir conflict?
2. **Show the video, “[The History of the Kashmir Conflict](#),” and revisit the warm-up questions with students.**

## PART B: CRITICALLY READING PRIMARY SOURCES




This part of the lesson provides students with a short synopsis of the Kashmir conflict. However, there are many details and background on the Kashmir conflict which are provided in the readings below. Utilizing critical reading skills, students will advance their understanding of this complex dispute by examining the positions, roles, and perspectives of different countries in the conflict.

1. **Distribute *A History of the Conflict in Kashmir Graphic Organizer* on page 5, and have students read through primary resources in the stages of: (1) previewing the text; (2) analyzing the content; and (3) reviewing the main points.**
  - **Previewing** - in this first reading, encourage students to quickly skim the text and identify the main points. In particular, have students locate the central ideas in the introduction, the beginning and ending sentences of each paragraph and the conclusion. Encourage students to note the section headings during their preview of the text.
  - **Analyzing** - the goal of the second reading is to analyze the evidence in support of the argument. Using the graphic organizer on page 5 as a guide, note the concerns and actions of the countries that are most impacted by the conflict in Kashmir.
  - **Review** - the third and final reading can be used to review the content and ensure understanding. Students should use this time to ensure that they understand any confusing or complicated words and concepts.

# A HISTORY OF THE CONFLICT IN KASHMIR

## GRAPHIC ORGANIZER

As you read through different primary sources of the Kashmir Conflict, use this chart to track the perspectives and the considerations of each country.

Country	Historical Perspectives	Geographical Considerations
		
		
		

## PART C: VARYING PERSPECTIVES ON THE KASHMIR CONFLICT

Different sources report on religious communities in varied ways and often how an outside source reports on a community is different from the ways in which communities write and speak about themselves. Additionally, within communities there are also varying perspectives on the same topic. This part of the lesson will have students research the Kashmir conflict by locating three different sources that provide diverse perspectives and using the chart on page 9 to answer questions about the perspective of the author.

### 1. Explain to students the differences between a primary source and a secondary source.

- Primary sources are documents, artifacts or images that provide firsthand testimony or evidence concerning a historical topic under

research investigation. Examples of primary sources can include published books and newspapers at the time of the event, government publications, autobiographies and memoirs.

- Secondary sources are analysis or critiques of a historical event or era that generally use primary sources. Often times secondary sources are written well after the event has occurred and are interpretations of an historical event or phenomenon. Examples of secondary sources include books, journal articles, and research reports among others.

### 2. Have students locate three different primary and secondary sources and use the Varying Perspectives on the Kashmir Conflict chart on page 9 to analyze each source. A list of suggested resources that students can use for this activity has been provided.





## Primary Suggested Resources

- United Nations Security Council Resolution 47. <http://unscr.com/en/resolutions/doc/47>
- Instrument of Accession of Jammu and Kashmir. [http://jklaw.nic.in/instrument\\_of\\_accession\\_of\\_jammu\\_and\\_kashmir\\_state.pdf](http://jklaw.nic.in/instrument_of_accession_of_jammu_and_kashmir_state.pdf) and <https://thewire.in/history/public-first-time-jammu-kashmirs-instrument-accession-india>
- United Nations India-Pakistan Observation Mission. <https://peacekeeping.un.org/mission/past/unipombackgr.html>
- United Nations Archives and Records. <https://archives.un.org>
- National Archives of India. <http://nationalarchives.nic.in>
- The National Archives: United Kingdom. <http://www.nationalarchives.gov.uk>
- Azad Jammu and Kashmir (also known as Pakistan Occupied Kashmir) Government Site. <https://www.ajk.gov.pk>
- Jammu and Kashmir Government Site. <https://jk.gov.in/jammukashmir>
- U.S. House of Representatives Resolution 387. <https://www.congress.gov/bills/112th-congress/house-resolution/387ext>

## Secondary Resources

### BOOKS

- Korbel, Joseph. (1954). *Danger in Kashmir*
- Rushdie, Salman. (2005). *Shalimar the Clown*
- Haqqani, Husain. (2005). *Pakistan: Between Mosque and Military*
- Sarila, Narendra Singh. (2009). *The Shadow of the Great Game: The Untold Story of India's Partition*
- SarDesai, D.R. (2008). *India: The Definitive History*
- Pandita, Rahul. (2013). *Our Moon Has Blood Clots: The Exodus of the Kashmiri Pandits*

### ARTICLES

- <http://www.forbesindia.com/article/recliner/rahul-pandita-on-kashmir-and-its-stories/34787/1>
- <https://india.blogs.nytimes.com/2013/02/19/a-conversation-with-journalist-and-author-rahul-pandita/>
- <https://warontherocks.com/2015/06/false-equivalency-in-the-indo-pakistan-dispute/>

- <https://www.cfr.org/podcasts/india-pakistan-relations-alyssa-ayres>
- <https://www.hudson.org/research/14839-pakistan-released-the-indian-pilot-but-it-needs-to-do-more-for-peace>
- <http://edition.cnn.com/2002/WORLD/asiapcf/east/05/24/aksai.chin/>
- <https://medium.com/@IAKForg/70-years-of-stagnation-under-articles-370-and-35a-in-kashmir-1d35ae085251>
- <https://religionnews.com/2019/08/26/india-ends-kashmirs-separation-giving-hope-to-hindus-looking-homeward/>
- <https://thediplomat.com/2019/08/long-overdue-why-ladakhs-new-status-in-india-should-be-welcomed/>
- <https://www.washingtonexaminer.com/opinion/pakistans-kashmir-hypocrisy>
- <https://www.washingtonpost.com/opinions/2019/09/09/how-indian-international-journalists-are-missing-full-story-kashmir/>
- <https://economictimes.indiatimes.com/news/politics-and-nation/view-im-no-more-an-outsider-in-kashmir/articleshow/70623004.cms>
- <https://www.hudson.org/research/15233-pakistan-needs-to-stop-thinking-of-kashmir-as-an-unfinished-business-of-partition>
- <https://medium.com/@arshiaunis/kashmirs-accession-to-india-a7cbac74071f>
- <https://carnegieendowment.org/2003/07/01/pakistan-s-endgame-in-kashmir-pub-1427>
- <https://www.bbc.com/news/world-asia-41662588>
- <https://www.nytimes.com/2020/03/19/magazine/masood-azhar-jaish.html>

## Sources to Research

- Times of India:** <https://timesofindia.indiatimes.com> (Indian news outlet)
- Dawn News:** <https://www.dawn.com> (Pakistani news outlet)
- Xinhua:** <http://www.xinhuanet.com/english> (Chinese state-operated media outlet)
- The Kashmir Herald:** <http://www.kashmirherald.com>
- South Asia Terrorism Portal:** <https://satp.org>

**3. Upon completion of the Varying Perspectives on the Kashmir Conflict chart, have students respond to the following short-answer questions utilizing their findings as well as their critical thinking skills. These can be collected and used as a final assessment for this two-part lesson.**

- How is the balance of power for each country influencing the outcome of this issue?
    - Support your response with evidence gathered from the primary sources
  - What role, if any, does the media impact the outcome of this issue?
    - How do you see evidence of this in the sources?
- What are potential resolutions to the conflict? What resolutions do you suggest could address the Kashmir conflict?
  - What are the civil rights issues impacting the different communities in Kashmir in all three countries?
  - How has the insurgency affected the daily lives of various Kashmiri communities?
  - How have the demographics of Kashmir changed since 1947?
  - What are the current issues facing communities displaced by violence in Kashmir?
  - What are the various perspectives on the legal status of Kashmir in India, Pakistan, and China?





# VARYING PERSPECTIVES ON THE KASHMIR CONFLICT

Source (Include the date of publication or video, name of the author, source name and the title of the article)	Perspective (Who is the author? What religious or ethnic community do they belong to?)	Narrative (What is the author trying to tell us about the communities represented? What points are highlighted?)	Details (What elements of belief, behavior and/or belonging does the author use to tell the story? What do they emphasize?)

## Notes

## Notes



The Hindu American Foundation (HAF) is an educational and advocacy organization established in 2003. HAF focuses on educating the public about Hindus and Hinduism and advocating for policies and practices that ensure the well-being of all people and the planet. We work directly with educators and journalists to ensure accurate understanding of Hindus and Hinduism. We also work with policymakers and key stakeholders to highlight issues of concern to Hindu Americans, including defending civil and human rights and protecting all living beings.

Inspired by our guiding principles and Hindu teachings, HAF promotes dignity, mutual respect, and pluralism. HAF is a non-partisan, non-profit tax-exempt organization pursuant to Internal Revenue Code Section 501(c)3

**To learn more, please visit [hinduamerican.org](http://hinduamerican.org)  
and follow us on social media: [@hinduamerican](https://www.instagram.com/hinduamerican).**

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