Bhuchar Boulevard
In association with Big Imaginations, Partition History Project and Polka Theatre
Presents

PARTITION HISTORY PROJECT

child of the divide
by Sudha Bhuchar

Resource Pack 2017
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History
An Introduction to Partition

Partition
noun
‘The action or state of dividing or being divided into parts.’

In August 1947, India won its freedom from British rule after nearly 200 years. However, because Britain wanted to end its rule quickly, there was not enough time to persuade Hindus and Muslims to agree with each other over the kind of place that India would become after independence, and so the country was divided into two: Pakistan and India. Pakistan became a largely Muslim country and India became a non-religious (secular) state with the majority of its population made up of Hindus.

The Partition of India caused one of the largest migrations in history with contemporary sources reporting between 10 and 15 million refugees on the move. It is difficult know the exact number as there were no official records kept.

Independence had originally been planned for June 1948 but, due to the growing unrest between Muslim and Hindu communities, the date was brought forward to August 1947, with Partition as a way of breaking the deadlock in negotiations now agreed. This decision was announced on 3rd June 1947, meaning families only had just over two months to pack up their homes and find somewhere new to live. The border between Pakistan and India was still very unclear when people began to move, and this caused a lot of panic which resulted in violence with many casualties and deaths. This transition was distressing for both Muslim and Hindu communities and this had an impact of the economies of both new countries. Sikh communities were also hugely affected as their homeland Punjab was on the border between India and Pakistan.

Two key figures involved in Partition were Mohandas Karamchand Gandhi, representing a united India, and Muhammad Ali Jinnah who became the first leader of Pakistan.

Did you know?

People still question whether Partition was a good idea and there are many unresolved questions about the official boundary. These issues have caused wars and continuing problems between India and Pakistan.

For a more detailed outline of Partition we would recommend reading Professor Sarah Ansari’s foreword to the Child of the Divide playtext.
Pupil Worksheet: Questions on Partition

Using the information about Partition, answer the following questions:

- What year did India gain its freedom from British rule?
- What were the names of the two countries after the divide?
- What religion were the people who moved to Pakistan?
- In what year was Partition originally planned?
- Who became the first leader of Pakistan?

Follow on questions:

- How do you think the people who had to move were feeling at the time?
- What are some of the changes that would have happened in their lives? *E.g. children would have to go to a new school.*
- What are some other reasons why people might need to leave the country in which they were born? *You can think about events in history as well as events that are happening in today’s society.*

Activity

Imagine you’re being forced to leave your home to travel far away. Write a letter to a friend or a relative explaining how you feel and the reasons why you’ve had to leave suddenly.

Curriculum Links:
Develop a chronologically secure knowledge and understanding of British, local and world history. Address historically valid questions about change, cause, similarity and difference, and significance.

You can see some original documents from the Partition of India via the National Archive Resources at: [www.nationalarchives.gov.uk/education/resources/the-road-to-partition/](http://www.nationalarchives.gov.uk/education/resources/the-road-to-partition/)
History
The Partition History Project

Additional lesson plans for Year 8 pupils

The Partition History Project aims to explore and model ways of teaching Partition that will build greater understanding between faith communities. The project was started by clergy friends Michael Roden, Martin Henwood and Ed Probert, who came across the legacy of distrust dating from the Indian Partition in their interfaith work and wished to positively address this for interfaith understanding. These lesson plans were devised as part of a 2016 pilot schools project in Hitchin and Letchworth which was evaluated by the Runnymede Trust (click here for the full evaluation).

By the end of this sequence of two lessons and the performance of Child of the Divide pupils will be able to:
- Know and understand why British India was partitioned in 1947.
- Describe what happened during Partition and the political/human consequences of Partition.
- Respond empathetically to the migration of 16 million people via the microcosm of a family story.

Lesson Plan 1: Pre Performance

1. Look at maps 1 and 2 on page six. In pairs identify the changes to the borders of the British India Empire in 1947. Think about:
   - What might have caused this change?
   - What do you think might have happened as a result of these changes?

   Follow with a teacher-led discussion sharing the answers to these questions.

2. So what did happen? Have another look at the Partition information on page two of this pack. Now watch the opening 1.44 mins of this documentary called ‘The Day India Burned’. How do it effect your answers to the questions above?

3. Have a look at maps 3 and 4 on page six. What does map 3 reveal about the movement of people leading up to Partition?

   Look at map 4 and in your original pairs think about what would have to happen to make this work. Ask pupils to consider:
   - How would lots of people and all of their belongings move?
   - Would people be able to take everything with them?
   - How safe would it be to travel?
   - Very old and very young people alike need a lot of help to get around. What might happen to them?
   - How long would it take to make the journey?
An online version of this image can be found [here](#).

[Map of British Indian Empire]

An online version of this image can be found [here](#).

[Map of Modern India & Pakistan]

An online version of this image can be found [here](#).

[Map of Indian Partition 1947]

An online version of this image can be found [here](#).
4. Take a look at the photographs on page eight. Ask pupils if they recognise any of them.

In pairs match the pictures to the names and descriptions on page eight. Bring the class together to check they have matched them correctly.

*The correct answers are: A5, B6, C4, D3, E1, F2, G8, H7*

You could ask pupils to decide who they believe the most significant individual in this event was, and to write a paragraph explaining why they made that choice. Why not discuss the choices as a class?

**Plenary**

Complete this ‘Exit Card’ or Mini white board activity.

- Which country controlled this part of the world before 1947?
- What happened at midnight on the night of 14–15 August 1947?
- Name at least 1 significant person in these events.

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**Lesson Plan 2: Post Performance**

1. **Initial stimulus material.**

   Using map 4 on page six as a stimulus, ask pupils to list the different consequences of the division of India.

   Lead the whole class in a discussion recapping what happened in the play. How many of those consequences you’ve identified were evident in the story?

2. **Original Sources**

   Look at the photograph and the newspaper cutting on page ten.

   - What can you learn from these sources about the way in which people moved?
   - What can you learn from these sources about the way people treated each other when India and Pakistan were partitioned?

3. **Task**

   You are 12 years old and you live in what has become the wrong part of the country. You have to move. Write a diary entry explaining what is happening to you.

**Plenary question:**

How do we ensure that people from different backgrounds work together rather than increase tensions between them? Ask pupils to discuss this in pairs and then move on to whole class discussion.
1. **MK Ghandi**
   - Led non-violent protests against British rule of India.
   - Wanted India to be free from British control and be one independent country.
   - Campaigned for religious tolerance.

2. **Louis Mountbatten**
   - Soldier who became last Viceroy of British India.
   - Decided that it was necessary to partition British India to make Pakistan and India.
   - Decided that India and Pakistan should be created at midnight on the night of 14–15 August 1947.

3. **Cyril Radcliffe**
   - British Judge.
   - Arrived in India for the first time on 8 July 1947.
   - Formally submitted the new map of India and Pakistan on 9 August 1947.

4. **Mridula Sarabhai**
   - Member of important family in British India.
   - Joined Congress when still a child and later imprisoned for protesting against British rule.
   - In charge of recovering women who ended up on the ‘wrong side’ of the new border after 14/15 August 1947.

5. **Clement Attlee**
   - British Prime Minister in 1947.
   - Wanted to allow India to be free of British control.
   - Wanted India to stay one country after it left the British Empire.

6. **Muhammad Ali Jinnah**
   - Leader of the All-India Muslim League 1913-1947.
   - Called for Muslims to have their own separate state when India left British control.
   - First Governor-General of Pakistan.

7. **Jawaharial Nehru**
   - Member of the leading political family in British India.
   - Campaigned for India to be free of British rule.
   - First Prime Minister of India.

8. **Master Tara Singh**
   - Leading political and religious leader who converted from Hinduism to Sikhism when a student.
   - Born in Rawalpindi (West Punjab)
   - Often jailed for civil disobedience between 1930 and 1947.
"The fires were still burning, there were dead bullocks lying in the centre of the road and not a soul stirred in the streets; over everything drifted that unescapable filthy smell of putrefaction and blood. You would have sworn that in this dreary wasteland no Sikh could have survived and yet we did come across them. Some thousand had barricaded themselves into a high school and although the shooting was now over, nothing could persuade them to venture out again. Our brigadier rapped at the door and he parleyed with them, and last, assured that they were no longer in any danger, they did start slowly to come out into the shattered street again. A more pitiful broken-hearted body of people I’ve never seen. They dragged out their wounded, and they were wounded with horrible wounds, caused by the slashing of knives and the stabbing of spearheads. Where could they put them? Well, they just dragged the wounded out onto the roadside. And it was in the heat of an Indian afternoon and the first thing that happens when you expose wounds to that heat is that the flies come. The flies came in filthy swarms and covered the wounds with a dark swarming mass."

Richard Sharp, BBC reporter, Lahore August 1947
Geography
Pre Show Activity

Pupil Worksheet: Maps

1. Look at the two maps on the next page. One shows the British Indian Empire before Partition, and the second shows India and Pakistan as they are today. Can you find the border between Pakistan and India on the second map? Can you trace the line of the border on the first map?

2. Looking at the second map, can you:
   - Estimate how many times bigger India is than Pakistan? Tell your teacher your estimate and they will tell you how close you were.
   - Find out the capital cities of Pakistan and India?
   - Find a town or city which is:
     - West of Hyderabad (India)
     - South of Lahore (Pakistan)
     - North of Mumbai (India)
     - East of Karachi (Pakistan)

Curriculum Links:
- use maps, atlases, globes and digital/computer mapping to locate countries
- use the 8 points of a compass - name and locate counties and cities of the United Kingdom.

Activity

If a Hindu family were living in Multan in Pakistan, and had to leave their home and move to Delhi in India they would have to travel 667km (414.5 miles). Using online maps, can you find a town or city in the UK or Europe that is roughly the same distance from your school?
British Indian Empire

Modern India & Pakistan

An online version of this image can be found here.
Mohandas Gandhi is one of the most famous leaders and champions of justice in the world. He is so well known that he is mainly referred to by his last name ‘Gandhi’. He is also often referred to as Mahatma Gandhi. Mahatma means ‘great soul’.

Gandhi was born in Porbandar, in today’s India, in 1869. His father was a leader in the local community. His parents wanted him to be a lawyer and so he travelled to England where he studied Law at University College London. He then took a job with an Indian law firm to work in their South Africa office. It was here that he experienced racial prejudice against Indians which spurred him on to work in civil rights.

Gandhi returned to India during the First World War, and led the fight for independence from the British Empire. He arranged many non-violent civil disobedience campaigns. During these campaigns large groups of the Indian population would sit in the streets, refuse to go to work, and boycott the law courts and schools. One of Gandhi’s most successful protests was the Salt March in 1930. When Britain put a tax on salt, Gandhi walked 241 miles to the sea in Dandi to make his own salt; he was joined on this march by thousands of men and women.

Muhammad Ali Jinnah was born in Karachi in 1876. He was the founder of Pakistan. After the Partition of India, he became the Governor-General of Pakistan. As a mark of respect, Pakistanis call him ‘Quaid-e-Azam’ which is a phrase in the Urdu language meaning ‘great leader’.

When he was only 15 Jinnah moved to London to work but gave his job up after three years to study Law at Lincoln’s Inn. During this time, Jinnah began to engage in politics. After graduating in 1896 he returned to work as a lawyer in Mumbai.

Jinnah had been an early advocate of Hindu-Muslim solidarity against British rule, but eventually came to believe there would be no place for Muslims within a democratic system because they would be a permanent numerical minority. Jinnah wanted weighted representation for Muslims in local and national legislations but this idea was never accepted by Congress leaders who believed in the power of their system to protect minority interests, and so Jinnah broke away, leading Muslims in the demand for a separate independent state.

After the Partition of India, Jinnah became the first Governor-General of Pakistan, while his sister Fatimah Jinnah became known as the ‘Mother of the Nation’.
Teacher Resource: Similarity and Difference

Divide the class into pairs. Ask them to find out two things that they have in common with each other and two things that are different about each other (e.g. music tastes, sports they play, food they like). Ask them to feedback what they have discovered. Discuss why is it good to be friends with people who aren’t the same as us. What can we learn from each other?

"You must be the change you wish to see in this world.”

Gandhi

"If you work in co-operation, forgetting the past, burying the hatchet, then you are bound to succeed."

Jinnah

Discussion Questions

- What do you think Gandhi and Jinnah meant by these quotes?
- Jinnah was worried that if India stayed as one country then the voices of Muslims would not be heard, as they were a minority. What is a minority? Do you think this is something that might still be happening in the world today?
- When Gandhi was working in South Africa, he experienced ‘racial prejudice’. What does this mean? How do you think people feel when they experience ‘racial prejudice’?
- Gandhi led lots of peaceful protests. Have you ever seen a peaceful protest? What was it about? What would you protest about? Why do you think people get involved in peaceful protests?

Research Task

Research in pairs, with half of the pairs studying Islam and half of the pairs studying Hinduism. Ask each pair to make a list of 5 key findings about the religion. Combine the key findings into one list and share with the other group.

Curriculum Links:

- Talk and write about their opinions, and explain their views, on topical issues, problems and events. Discuss and debate social and cultural issues. To reflect on spiritual, moral, and religious issues, using imagination to understand other people’s experiences. That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.
Teacher Resource: Debate

Gandhi promoted peaceful ways of expressing his point of view. A debate is a great way of discussing opposing views in a calm environment. Can your class have a debate on one or both of the following statements?

- ‘Pali should have been honest with his friends from the beginning about who he really was.’
- ‘Everyone has a right to voice their opinion openly.’

Split the class into two, half for and half against. Ask the children to discuss with a partner and come up with a list of points that they would like to make to support their case. You may wish to choose one child from each side to make an opening statement.

Citizenship & Spoken English Post Show Activity

Citizenship: Talk and write about their opinions, and explain their views, on issues that affect themselves and society. | Research, discuss and debate topical issues, problems and events.

Spoken English: Speak confidently and effectively, including through; using Standard English confidently in a range of formal and informal contexts, including classroom discussion giving short speeches and presentations, expressing their own ideas and keeping to the point. | Participating in formal debates and structured discussions, summarising and/or building on what has been said.
Pupil Worksheet: Write a biography

Read the biographies of Playwright Sudha Bhuchar and Novelist Bhisham Sahni on the next page. A biography is an account of someone’s life written by someone else.

Can you write the biography of a classmate? Interview them and find out as many interesting facts about them as you can. This might include:

- When and where they were born.
- Who they live with.
- If they have any siblings.
- What they’ve achieved. *Eg* top marks in a test, winning a medal for sport, competitions they have won.
- Interesting skills or hobbies.
- What their ambitions are.

**Activity**

You could make a display of all the biographies and include a photo of the classmate you have interviewed.

Curriculum Links:

Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Retrieve, record and present information from non-fiction. Identify the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
English Literature
The People Behind The Play

Child of the Divide was written by Sudha Bhuchar in 2006. The play was inspired by the short story Pali by Bhisham Sahni, which was written in 1989.

Playwright Sudha Bhuchar was born in Tanga in Tanzania, and spent her early childhood living in East Africa and India. Her father was a teacher and her family would travel to India every three years by ship which stopped over at the Seychelles half way through the journey to Bombay. She made several such trips seeing-sawing between Africa to India while her parents decided where to settle.

In India, the family lived in Chandigarh in Punjab, and Sudha learned to read and write in Hindi and Punjabi. East Africa was going through a lot of political change, and the rise of dictator Idi Amin in Uganda together with the expulsion of all the Asians from there affected Asian communities in Tanzania.

Sudha's family arrived in UK in January 1974 and lived in King's Lynn, Norfolk, for a year before moving to London in 1975. Sudha went to school in Fulham and went on to do a degree in Maths/Sociology at Roehampton Institute. A chronically shy teenager, she got into the theatre by accident through a chance meeting with Tara Arts. That started her on an unexpected and scenic journey as an actress/playwright and co-founder of Tamasha Theatre Company. She has drawn on her childhood experience of turmoil and travel and her interest in her cultural history and roots in all her work. Sudha is married with two sons who have inspired 'Child of the Divide'.

Bhisham Sahni was a novelist, playwright and actor and a key figure in Hindi literature.

Sahni was born into a Punjabi business family in Rawalpindi, then a city in undivided India but now in Pakistan. After studying for a master's degree in English literature at Lahore's prestigious Government College, he became a teacher.

Theatre was his passion, and from 1949 to 1950 Sahni was apprenticed to his celebrity actor elder brother Balraj, working for the Bombay-based Indian Peoples' Theatre Association.

In 1950, he joined Delhi College as an English lecturer. Punjabi was his mother tongue, and Urdu the language in which he had been taught - he was also proficient in Sanskrit and Russian - but for creative writing he turned to Hindi. His first work Bhagya Rekha (Luck Line) was published in 1953.

His best-known publication was Tamas (Darkness, 1974), a novel about the partition of India and Pakistan. Tamas drove the point home that ordinary people want to live in peace.

Sahni received a number of awards, including the Padma Shri (1969) and the Padma Bhushan (1998), two of India's highest civilian honours, as well as the Sahitya Akademi Award (1975; awarded by India's national academy of letters) for Tamas and India's highest literary honour, the Sahitya Akademi Fellowship (2002).
We hope that you enjoyed the performance of *Child of the Divide*. When you watch a play like this it’s important to reflect on the story, its historical context, the themes, and how it made you feel. One way of doing this is to write a review of the play.

Here are some points you may like to include;

- Where and when you saw the performance.
- A brief account of the story.
- Where and when it is set.
- What you liked about the performance.

**Questions to think about:**

- Can you think of a time when you've felt the way that Pali feels?
- Can you think of a time when you've seen another person go through a similar experience to Pali?
- In what ways are Pali and his friends 'similar' and in what ways are they 'different'?
- Have you ever felt 'different' from your friends?
- How does the play make you think about friendship?
- What are the lessons we can learn from Pali’s story?

**Teacher Resource**

Why not try splitting the class into groups and getting them to read their reviews to each other? The group can give them feedback and note the points with which they agreed or disagreed.

**Activity**

We would love to read your reviews and hear your thoughts on *Child of the Divide*. Why not email them to us at sumanbhuchar@gmail.com and we might even put some of them on our website!
Sudha Bhuchar was inspired by a short story to write her play Child of the Divide. Can your class write a script from a short story?

Have a discussion about the differences between a ‘story’ and a ‘play’. What separates ‘narrative prose’ from ‘dialogue’? What else does a play script include that a story doesn’t? (E.g. stage directions.) It might be good to think about it this way:

- A story **_tells_** us what is happening. The narrative prose has to be very descriptive because it’s the only tool the writer has to bring the story to life. It’s designed to be **_read_** or **_heard_**.
- A play **_shows_** us what is happening. The dialogue in the script is one of several tools (e.g. set, costume, lighting, sound) that can be used to bring the story to life. It’s designed to be **_performed_**, **_seen_** and **_heard_**.

Choose a short story that the class like and read it together again. Now ask the class to imagine what the story would be like if it was to be put on stage. Ask them to try writing the opening scene. Use the opening Scene 1 from ‘Child of the Divide’ as an example of how to lay out a script.

**Activity**

Why not try choosing some of the scenes for the children to act out in front of the class?

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**Curriculum Links:**
- Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Retrieve, record and present information from non-fiction
- Developing initial ideas, drawing on reading and research where necessary
- Selecting appropriate grammar and vocabulary
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

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**Resource Pack 2017**

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**A shot from the 2006 production of Child of the Divide**

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**Page 19**
Music

Post Show Activity

Pupil Worksheet: Indian Instruments

Listen to these clips of some traditional Indian instruments:
- Sitar
- Tabla
- Bansuri
- Santoor

Can you describe the sound of each instrument? E.g. high pitched, low pitched, smooth, spiky etc.

Do you know or can you imagine what they might look like? See if you can match the sounds to the pictures of the instruments below.

Curriculum Links:
- Listen with attention to detail and recall sounds with increasing aural memory
- Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.

Activity

Listen to these two pieces of music.

What instruments can you hear?
What are the differences between the two pieces of music?
How does the music make you feel?
Are there any instruments in your school that are similar to these?
Pupil Worksheet: Storyboard

Can you number these events from the play in the correct order from 1 to 8?

- The border opens and Pali’s Hindu father comes to find him. *(Number___)*
- Pali makes friends with Aisha, Hasina and Buttameez. *(Number___)*
- Pali has to change from being a Hindu to being a Muslim. *(Number___)*
- Pali’s parents get on a lorry to India but he gets lost and left behind. *(Number___)*
- Pali has to leave his Muslim friends and family and goes to be with his Hindu family in India. *(Number___)*
- Pagalhead and Buttameez find out Pali was a Hindu. *(Number___)*
- Pali finds new parents. *(Number___)*
- Hasina tells Buttameez to think for himself, not just follow the bullies. *(Number___)*

Once you have them in the correct order, write them in the smaller boxes on the story board on the next page.

Now, in the larger boxes draw pictures to show what was happening at the time of that event.

Curriculum Links:
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
This workshop will take approximately one hour. It’s useful to have music to accompany the session.

Ask the children to walk in and around each other. When you stop the music (or clap your hands) they must freeze. You will then give them connections to make with others in the class, and they must get into groups of people with the same answer. Please assure them it is OK if no one has the same answer as them, not everyone is the same. They will have to speak to each other as quickly as they can as you count down from 10. When you get to 1 they must freeze. Go round the groups or individuals finding out their response. Set them off on the move again and repeat.

Connections to make could include same shoe size, same eye colour, same number of siblings, same birthday month etc.

Sitting in a circle ask the children how they thought Pali felt when:

- He was left behind
- His friends discovered he was Hindu
- His father came back for him

Discuss why they think he felt this way. Tell them that they are now going to explore those feelings.

Demonstrate with a volunteer. Explain that this person is a lump of clay and you are the sculptor. You can sculpt the clay into any shape or position by telling or showing it how to stand and look. You can sculpt the clay into an emotion that you have just identified in Pali’s Feelings.

Split the group into pairs and choose who will be A and who will be B. The sculptor (A) is going to mould their clay (B) into Pali at a particular point in the story by either showing or telling the clay what they would like it to do. Use the story-points from Pali’s Feelings. Invite all the sculptors to walk around and look at all the different creations and interpretations, then switch over.

It might be useful to play the music as the sculptors are working and when they are viewing each other’s work.
Ask all the children to find a space on their own. They are going to continue to be the sculptures but this time you’d like to hear what they are thinking. As in the play, when we heard the internal thoughts of the characters, you’d like to hear the thoughts from the sculptures. It might be a sentence or it might just be one word or even a sound. Ask them to have a think about what Pali might be thinking at this point. Ask everyone to freeze. When you touch them on the head, you’d like them to say their thought/word/sound clearly so that everyone can hear – you might want to repeat it after they’ve said it.

Divide the class into pairs and hand out the script extract on the next page. It doesn’t matter if two boys or two girls are together, anyone can play either part. Ask the children to read the script through in their pairs first. When they have done this they act it out, either copying the way it was staged in the play or making up their own staging. Make an audience and ask for volunteers to perform for the class (ideally, if you have time, everyone can have a turn). After each performance, ask the audience for two positive comments about what they have just seen.
PALI
Why am I a secret?

AISHA
Hindus have to hide or run away.

PALI
Like the butterfly.

AISHA
It’s flown away to find a friend but you have a friend.

PALI
You. And I’m your secret.

AISHA
My ammi says secrets are special.

PALI
My mataji said to never have secrets. To tell her everything.

AISHA
My ammi tells me everything but then she makes me cross my heart and hope to die.

PALI
I hope you don’t die.

AISHA I won’t silly. Can you do a butterfly with your hands?

[PALI COPIES HER, WITH HIS QUILT STILL WRAPTED AROUND HIM.]

PALI
I like butterflies because they’ve got nice colours and patterns on them.

AISHA
Like snails but they’ve got wings.

PALI
Snails carry their houses but butterflies are born from their houses.

AISHA [TOUCHING HIS QUILT]
You look like a butterfly wrapped with this. Are these your wings?

PALI
It’s my mama kilti. When I was little, I couldn’t say ‘quilt’. It’s from Mataji’s old sarees.