



### 3 Maharajah Ranjit Singh

Year: 1849

Artist: P A de Boer

#### Information/Points for discussion

##### Who was Maharajah Ranjit Singh and what did he do?

Maharajah Ranjit Singh (1780-1839) reigned over the Punjab from 1799 to 1839 and established the first Sikh Empire by unifying many warring rulers. The Maharajah was particularly famed for his religious tolerance and was known to have Hindu, Muslim and Sikh generals in his armed forces. In addition to recruiting advisors from within India, the Maharajah also recruited French, Italian and American officers to his army. Following his death in 1839 the Punjab experienced a period of instability.

##### What happened to the Punjab after the death of Maharajah Ranjit Singh?

Following the death of the Maharajah two wars were fought between the army of the Sikh Kingdom and the British East India Company for control of the Punjab. The Punjab finally came under British rule in 1849 and was the last of the Indian states to be conquered.



### 4 Cipayahs (sepoys/soldiers)

Year: 1808 - 1812

Artist: François Balthazar Solvyns

#### Information/Points for discussion

##### What was a Cipayah or Sepoy?

The word Cipayah or Sepoy is derived from the Persian word for soldier, *Sipahi*, and in this case describes soldiers in the service of the British East India Company. Many Indian soldiers were recruited in Bengal by the British East India Company to defend and protect its factories from attack. They formed one of the largest armies in the world and numbered approximately 100,000 strong in 1789. Many men joined the force because of the promise of regular pay and the prospect of a pension, something which was uncommon in other armies at the time.

##### The rebellion of 1857

In the summer of 1857 many Sepoys rebelled against the British East India Company and marched towards Delhi. This is known in India as the Sepoy Rebellion and often referred to in Britain as the Indian Mutiny. Major reasons for the Sepoy uprising included poor pay for soldiers in the service of the company (pay had risen very little since 1800 in comparison to the cost of living almost doubling) as well as the absolute requirement for soldiers to serve wherever they were posted (often very far away from their homes). In addition to this it was discovered that British authorities had been using pig and cow fat to grease musket cartridges used by the Sepoys. As pig products are forbidden for Muslims and beef products are forbidden for Hindus/Sikhs, the use of these substances was particularly offensive considering soldiers regularly bit the tops off the cartridges they used in their guns. As a result of the rebellion, the British East India Company lost control of large sections of northern India, which were subsequently taken over by Britain.

## Snapshots of the Punjab Activity 2

Resources needed:

10 Photocards

## Pictures of the Punjab Activities for ages 8 - 12



### 1 Shah Jahan, Emperor of the Mughal Empire

Year: 1673

Artist: John Ogilby



### 2 The City of Surat (Gujarat)

Year: 1673

Artist: John Ogilby



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### 4 Cipayahs (sepoys/soldiers)

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### 5 A group of British people and their servants in Madras (Tamil Nadu)

Year: 1869

Photographer: Unknown



### 6 Number 2 Derajat M Battery

Year: 1897-1898

Photographer: Unknown



### 7 A Sikh Sentry, Fort Johnston (Malawi)

Year: 1891

Artist: H H Johnston



### 8 Gandhi Wallahs in Mumbai (Maharashtra)

Year: 1930-1940

Photographer: Mrs D Oliver



### 9 Salt Satyagrahis at Chowpati Sands in Mumbai (Maharashtra)

Year: 1930

Photographer: Mrs D Oliver



### 10 Gandhi Saturday in Karachi (Sindh)

Year: 1930

Photographer: Mrs D Oliver

## Activity

- Divide students into small groups of 3-4. Provide each group with an image to analyse. Students should answer any applicable questions about their image from the list below.
- **Describe what you see.**
- **Where there are people in the picture, what do you think the relationship between the people is?**
- **Where there are people in the picture, what do the clothes they are wearing tell us?**
- **Where do you think the photo was taken/picture was drawn?**
- **When do you think the photo was taken/picture was drawn?**
- **What title would you give the photo/picture?**
- **What does the photo/picture tell us about the landscape/people or person in it?**

Additionally you may ask students to make a list of everything they would like to know about their photograph/picture. Can they answer any of their questions by analysing their image carefully? If there are any questions that require further investigation, how could the answers to these questions be found?

Students can feedback to the rest of the class to gain an insight into the images. Information about each image is provided on the next few pages, this can be shared with students after they have analysed the images themselves. However, much additional information can be obtained by carefully examining the photographs and the themes and ideas they raise. Extra information and points for discussion have been provided within the notes to accompany each photograph, to enable students to explore important issues raised by the images.

## Extension Activities

### Idea 1 - Thought Bubbles

- Provide each student with a photocopy of an image.
- Ask students to paste their image into the centre of an A3 sheet of plain paper and to analyse their image carefully.
- Now ask students to imagine they are within the image and to write speech or thought bubbles for the main characters within their image.

### Idea 2 - Thinking outside the frame

- Provide each student with a photocopy of an image.
- Ask students to again paste their image into the centre of an A3 sheet of plain paper and to analyse their image carefully.
- Ask students to continue the photograph they have been given by drawing what they think would be outside the photo frame.

### Idea 3 - Creative writing

- Students can also be encouraged to select their favourite image and write a story or poem based on it. Students can select a specific person within their image to write about, or may simply wish to use an image as the inspiration for some creative writing.

### Idea 4 - Image collection

- Students can be asked to collect their own images of the Punjab from newspapers and magazines and could also supplement this selection with images they have taken on their own trips to the Punjab (if appropriate). Groups can then answer the questions listed earlier in this activity based on the images they have collected themselves.
- Teachers may also ask students to divide images into those that are 'expected' and those that are 'unexpected' images of India/the Punjab. This categorisation could lead to a discussion based on the reasons for student's opinions.



### 1 Shah Jahan, Emperor of the Mughal Empire

Year: **1676**

Artist: **John Ogilby**

#### Information/Points for discussion

##### What was the Mughal Empire and who was Shah Jahan?

The Mughal Empire was founded in 1526 by Emperor Babur who was a descendant of Genghis Khan. Babur was succeeded by Humayun (b1508 - d1556), Akbar (b1542 - d1605), Jehangir (b1569 - d1627), Shah Jahan (b1592 - d1666) and Aurangzeb (b1618 - d1707). During the time of the Mughal Empire, the development of the arts flourished (many miniature paintings and gardens designed by the Mughals still survive today) and many parts of the country became stable and prosperous. At its most powerful the empire stretched from present day Bangladesh to Kashmir and was famed for its wealth and military power. Shah Jahan is particularly famed for the construction of the Taj Mahal (a tomb dedicated to his wife) which is found in Agra in Northern India. The tomb is a protected World Heritage Site and represents the best of Mughal architecture in India.

##### Look closely at this picture. What does it tell you about the wealth of the Mughal Empire and why?

The Mughal Empire was famed for the size of its population, its wealth and its military power. Many of the Mughal rulers constructed forts, palaces, religious monuments and tombs and commissioned paintings and art works which demonstrated their wealth to the people they ruled. The clothing worn by the rulers was also rich and ornate and made of silks, velvets and embroidered with jewels.



### 2 The City of Surat (Gujarat)

Year: **1673**

Artist: **John Ogilby**

#### Information/Points for discussion

##### The British East India Company

The British East India Company was founded on 31st December 1600 and was given its Royal Charter by Queen Elizabeth I. It was given the right to arm its ships in order to prevent other countries from trading with India and had the primary aim of trading for Indian goods that were not available in Europe. The company established factories at key Indian ports including Surat (in Gujarat in 1612), Chennai - formerly known as Madras (in Tamil Nadu in 1640), Mumbai - formerly known as Bombay (in Maharashtra in 1668) and Bengal (in 1651). As the Mughals lost power over the coming years, many of the company's factories chose to arm themselves against attack. The company's wealth and consequent military strength led to it controlling many of India's richest provinces and switching from trading with India to governing the country.

##### What commodities was India producing at this time that were particularly valuable?

At this time spices such as pepper were very expensive in Europe as they had to be imported from the East (pepper was actually known as black gold to traders due to the high price it fetched at market). India was a major producer of spices such as pepper, cloves, cardamom as well as indigo (a blue dye), saltpetre (used for gunpowder), fine quality hand-woven textiles and Indian fabrics such as chintz, calico and muslin. The British East India Company traded for many of these items and imported them back to Europe where they fetched a high price at market.