

- Ask students to compare the archive map provided with the modern map within their atlas. Students should make a list of the largest differences they notice. Remind students that they are not looking at the style of the 2 maps (ie, colour, size, font) but rather the geography of India as a country (focussing on borders and bordering countries, large cities – particularly those on the coast and place names). Major differences for students to note are listed for teacher reference below:

- **A country called Pakistan now exists to the west of India. This country did not exist in 1931.**
- **A country called Bangladesh now exists to the East of India. This country did not exist in 1931.\***
- **A number of cities now have different names, including: Bombay (now known as Mumbai), Calcutta (now known as Kolkata), Madras (now known as Chennai).**
- **The country is no longer known as the ‘Empire of India’ but as 3 separate countries called India, Pakistan and Bangladesh. Each country is now independent and has its own government.**
- **Some of the countries surrounding India also have different names, including: Sri Lanka – formerly known as Ceylon, Myanmar formerly known as Burma and Tibet – now a part of the People’s Republic of China.**
- Explain to students that they are going to consider why India changed between 1931 and the present day through an activity based on the history of India.
- Photocopy the timeline provided. Cut the timeline along the dotted lines, so that each event in India’s history is separated.
- Divide students into groups of 3-4. Provide each group with a timeline to sort into chronological order.
- Students can also match image cards from activity 2 to the correct piece of information in the timeline. You may wish to supplement the images supplied with modern images of India, so that every event/period in the timeline has an accompanying image. Modern images of India/Punjab are available on the ‘Unlocking the archives’ website at: [www.unlockingthearchives.rgs.org/themes/indiapicturesofthepast/gallery](http://www.unlockingthearchives.rgs.org/themes/indiapicturesofthepast/gallery) and can also be sourced from the Royal Geographical Society’s image website at [www.images.rgs.org](http://www.images.rgs.org) or from sites such as [www.freeimages.com](http://www.freeimages.com)

## The Map Quest Activity 3

### Resources needed:

Modern Atlases/Globes  
A brief history of India - Timeline (page 15)  
Archive map of India (page 32)  
Image cards (from activity 2)

Contact and communication between India and Europe began many centuries ago. With the early travels of European merchants and travellers and their reports of the riches of the ‘East’, interest in the subcontinent began to increase. Many European powers including Portugal, Holland, France and Britain dispatched ambassadors to the country in the hope of securing trading rights for spices such as pepper, cloves and cinnamon and cloth such as muslin and calico, commodities that were rare, expensive and highly prized in Europe. The negotiations of the European ambassadors with the nobles of the Mughal court and Indian traders, established the beginnings of the lucrative trade in goods that exists to the present day.

Organised and strategic British interest in establishing and maintaining trading ties with India commenced with the establishment of the British East India Company in Bengal in 1600. The Company had gained its Royal Charter from Queen Elizabeth I and aimed to make more readily available to the Western world spices, cloth and tea from the East. The Company gained permission to arm its fleet of ships and successfully protected its trading monopoly by subduing both pirates and attacks by other European traders. Due to its trade monopoly and consequent wealth, the British East India Company became a controlling force across India, particularly after gaining control of the Punjab after the Anglo-Sikh wars of the 1840’s. The Company eventually handed power to the British Government in 1858, marking the beginnings of the British Indian Empire. The British presence in India until independence in 1947, forged strong ties between the two nations, and particularly strong ties with the Punjab, a region from which many men were recruited to the army and served in world wars as part of British forces.

This connection between Britain and the Indian subcontinent has led to the establishment of large communities from the Punjab in the UK. For the development of an exhibition entitled ‘The Punjab – Moving Journeys’ members of the UK based Punjabi community, including adults and young people, explored the Society’s historic collection of maps and photographs of the Punjab, many of which date from the time of the British Indian Empire, to provide their own perspectives on the legacy of contact and communication between the two countries.

This activity encourages students to explore the basic geography of partitioned India through analysis of changes within the human geography of the country through a comparison of an archive map of India and a modern day map of the country. The activity then develops into a basic introduction to key events in Indian history that have contributed to the creation of the country we see today.

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

\*East Pakistan was created during the partition of Bengal in 1947. In 1971 the country gained its independence and is known today as Bangladesh. Western Pakistan subsequently became known as Pakistan.

## Activity 1

- Provide students with an atlas to share one between two (students can be encouraged to bring in their own atlases or alternatively you may wish to display a modern map sourced from the internet)
- Ask students to locate a map of India within their atlas. Depending upon the age and prior learning of students, key features of information texts such as atlases and the maps they contain may need to be explored. A list of key features and their intended usage are provided for teacher reference below:

### Contents Page

Found at the beginning of many information texts including atlases and is a listing of the contents of a book.

### Index page

Found at the end of many information texts including atlases and is a comprehensive listing of the information in a book. The index is usually more extensive than the contents page of a text and can be used to find references to more specific pieces of information.

### Map key

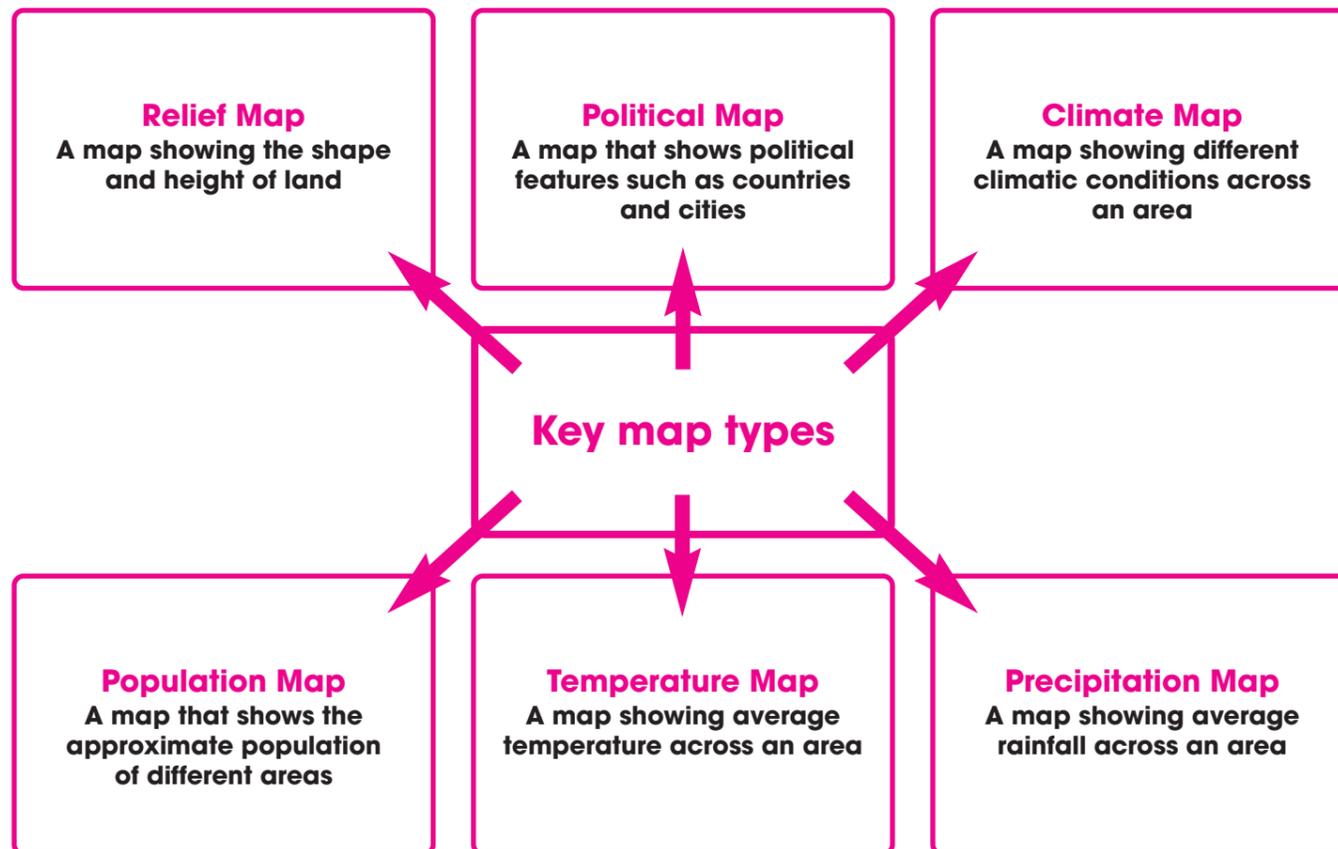
Map keys contain information relating to symbols and/or colours that are used in a map and are used to make maps clear and easy to read. For example, many modern maps utilise a specific symbol to identify the capital city of a country, such a symbol would be included in the map key to enable users to identify what the symbol denotes.

### Scale

Distance on a map relating to distance in the real world, usually measured in kilometres or miles.

### Map type

Many modern atlases contain a variety of different maps, a guide to the most common types has been provided below:



Once students have identified an appropriate map within their atlas ask them to identify the following (answers have been provided for teacher reference):

- **The Capital city of India** - New Delhi
- **The 6 countries bordering India** - Pakistan, China (Including Tibet), Nepal, Bhutan, Myanmar (formerly Burma) and Bangladesh
- **The country's coastline and the name of the Ocean with which it shares a border** - Indian Ocean, students may also identify the Bay of Bengal and the Arabian Sea
- **Important ports such as** Mumbai and Chennai
- **The country's longest river** - The Brahmaputra

Provide students with copies of the A3 archive map supplied and some notepaper. Explain that the map they are seeing is a map of India that predates the version in their atlases. Ask students to answer the questions below using their archive map and modern atlas to help them. Answers have been provided below for teacher reference.

- **When was the map produced?**  
1931
- **Who was the map produced by and why?**  
The map was produced by the British as India was ruled by a British government when the map was drawn in 1931.
- **What is particularly interesting/striking about the map?**  
Students should note that the map has an interesting title: 'The Indian Empire' and should be asked to question whether India is known by the same name today. Students may also note a piece of text beneath the scale key on the map, this text reads 'British Possessions, Protectorates etc coloured Red', students should note that the whole of India and the neighbouring country of Burma (now known as Myanmar) are shaded red and should recognise that the shaded areas were under British rule in 1931.
- **Do you think that this map from 1931 will be the same as a modern map of India? How can we obtain an answer to this question? Which features are likely to remain the same and which features may have changed?**  
Students should identify that the map contained in the modern atlas used earlier in this activity can be compared to the archive map, enabling differences to be noted.