

INDIA & THE WORLD

A HISTORY IN NINE STORIES

TOOLKIT FOR EDUCATORS



The British
Museum



Introduction to the toolkit for educators:

The educator toolkit is designed and developed by Flow India in collaboration with National Museum, Delhi, Chhatrapati Shivaji Maharaj Vastu Sangrahalaya (CMSVS), Mumbai and British Museum, London for the '*India and the World: A History in Nine Stories*' exhibition.

The development of the toolkit is directed towards Social Studies educators working with learners in the age groups of 11- 14 yrs. with the following purpose:

- Providing context and orientation to themes linked to the exhibition that have both curriculum relevance and encourage broader historical enquiry.
- Supporting educators in viewing the exhibition as a relevant stimulus to visit with their students and utilise the same for an engaging exploration.
- Providing a positive and memorable experiential engagement with the exhibition using enquiry based learning.
- Promoting creativity, communication, critical thinking, observation and visual literacy using active learning strategies.
- Enabling learners to see interdisciplinary connections between concepts and ideas beyond the confines of school subjects.

The toolkit comprises of :

- **Four comprehensive lesson plans** consisting of activities and games for hands-on exploration of different stories in the exhibition
- **Student worksheets** to facilitate and document effective learning
- **Pre-visit session** to help prime students for the exhibition and a **post-visit session** to consolidate learning.

Note: Flow will conduct a Museum Learning Master Class for 25 middle school educators on the 8th May to familiarize them with the toolkit and strategies of museum and object-based learning.

About Flow India:

Flow India is an education and culture organization with a human-centred design focus.

We develop learning experiences that empower students with 21st century skills by making local cultural capital accessible and relevant to them. Our effort is to embed this approach as a 'must-have' component within the learning system and not a mere 'good-to-have'.

Flow has worked with more than 100 schools and over 25 cultural institutions in India reaching approximately 60,000+ children across twelve Indian cities.

Flow has two headquarters: in London (Flow Associates, founded 2006), and Delhi (Flow India, founded 2010) and works internationally, often acting as a bridge between best practice in different sectors and nations.

Why teach with objects?

“Objects can be employed in a variety of ways to enhance and disseminate subject-specific knowledge, to facilitate the acquisition of communication, team working, practical, observational and drawing skills, and for inspiration” -Helen Chatterjee (2010) ⁽¹⁾

Museum approach to education has a great deal to offer classroom teachers. As an addition to other forms of classroom materials, teaching with objects enhances curriculum in a variety of ways. Objects ⁽²⁾ are at the heart of museum learning. This heart will not beat without questions. Questions fuel conversations, enquiries and new ideas and creations. They create the spark that connects objects to:

- Other objects
- To their contexts in nature and culture
- To people, and their own memories and values
- To future possibilities, new interpretations and creativity.

Over the years, Flow India has developed its own unique creative enquiry methodology referencing some of the most innovative educational research across the world such as Harvard’s Project Zero, P4C (Philosophy for Children), Institute of Education, University College, London and Flow Global, UK.

Given below are some of the strategies we have found useful in our museum facilitation practice and therefore encourage educators to apply them in their everyday teaching to maximise learning.

Questioning

Questioning plays a critical role in the way instructors structure the class environment, organize the content of the course and has deep implications in the way that students assimilate information presented.

It may be useful to step back and think about different categories of questions. It is important to have a balance or choice of different types of questions, or to be aware that different questions do not sit well together. ⁽³⁾

Here are some ways of categorising questions:

Categories based on how much knowledge is needed:

1. Questions most people already know the answer to (e.g. what is your name?)
2. Questions people can easily get the answer to (e.g. by looking at a label, asking someone else)
3. Questions people can work out the answer to without going far (e.g. by making a comparison, or following a trail)
4. Questions people can only answer personally (e.g. by recalling a memory or association)
5. Questions people can only answer through a process of research or prior knowledge
6. Questions nobody has been able to answer easily or with agreement.

Categories based on the kinds of answers they force:

1. Yes/No answers
2. Simple, straightforward, factual answers
3. A choice from a limited range of answers
4. A recalled answer (e.g. what did you remember/learn just now?)

⁽¹⁾ Chatterjee, H. ‘Object-based learning in higher education: The pedagogical power of museums.’ University, Museums and Collections Journal. 3 (2010): 179-81. p. 180

⁽²⁾ Including artworks, natural specimens, documents, stories, buildings and more

⁽³⁾ McKenzie, Bridget. ‘Working with questions in museum learning and interpretation.’ Flow Associates, April 2016

5. A process answer (e.g. how do you make this work?)
6. A revelatory answer (e.g. a seemingly open question with prompts to lead to a revelation)
7. A precise personal emotion or association (e.g. what is your strongest feeling about this?)

Big questions can open up a process of reflection, sub-questions, finding out and sifting. However, the bigger questions can also shut down a response if there is no time or support for exploration. A museum experience or learning workshop can be overwhelming – too many things, too many questions. Create slower experiences where visitors can dig deeper and sit with a question. Build up a series of smaller warm-up questions so that visitors are ready to explore the big question.

Teaching Through Discussions

The purpose of museum based learning is not simply transfer of information about an object. The aim, rather, is to empower learners to ask questions and collectively discover layers of meaning in an object.

But how can teachers help students use information productively within dialogues about their subject? How can they ensure that facts will act as catalysts for significant meaning making?

We recommend a few techniques that will help you guide students through the meaning-making process as you facilitate discussions at the museum or classroom:

Invite students to look carefully.

Start by asking students to take a minute to look silently at the work of art. At first, this process might be uncomfortable for students who are not accustomed to silent looking, but it will become easier with each new image.

Use repetition in your questions for careful looking.

Repeat questions you have posed to your students with different objects so they can anticipate the questions and feel comfortable responding.

Engage students through open-ended questions.

Open-ended questions create space for multiple viewpoints and more than one “right” answer. When asked to respond to an open-ended question, students are invited to participate and share their ideas without fear of giving the “wrong” answer.

Paraphrase all students’ comments.

By voicing a student’s comment in different words, you validate that comment and let the student know that you have heard the idea and understood it.

Introduce new vocabulary in authentic ways.

Vocabulary is best acquired when presented in context, and a discussion about a work of art in which everyone is focused on a shared stationary image provides a perfect opportunity for this experience.

Ask students to support all observations and interpretations.

Ask students to legitimise their interpretations by backing up their inferences and ideas with evidence from the work of art.

Point to elements of the image to which students refer.

Pointing to areas of the picture that students address in their comments helps ground each comment and ensures that all students can see the element being discussed.

Weave background information into the discussion in appropriate and authentic ways.

As students develop their interpretations, you may want information about the object should further the looking process, contextualize the artwork for students, or appropriately challenge the group to push the limits of their thinking.

Practical concerns about taking students to a museum: ⁽⁴⁾

- Prepare students by telling them what they can expect to happen and what is expected of them during the session at the Museum.
- Let the students know about the protocol of being in a museum. Always walk in the museum. Running can inadvertently damage objects in the museum. Objects in the museum must not be touched unless explicitly asked to.
- Let students know they must leave their bags and bottles in the bus or at the bag deposit counter. It is important that students have empty hands, helping them to listen and focus their attention.
- Interact with students in small groups in the museum. The facilitation of the activities is an important part of making the museum fun for students. Using interesting examples and guiding questions along with lots of fun and enthusiasm, teachers can help students discover the mysteries of the museum!
- Worksheets and activities in the museum must allow students to engage directly with the experience of being in the gallery and not looking for facts they can find on the website (which can be good preparation or a follow-up activity to extend the value of a visit).
- Encourage students to have deep, rich, sophisticated conversations about objects that requires moments of silence to think and look so students can make considered responses.

⁽⁴⁾Adapted from Healey, Christine. 'A manifesto for schools visiting art museums.' Art Museum Teaching Blog. 21 September 2012. Web 30 March 2018

Unwind the Mind

The pre-visit activity will help students prime for the exhibition and its offering, and therefore maximise learning at the museum



DURATION:

15 minutes



SKILL OBJECTIVE:

Associative thinking, Critical thinking



WHERE TO FACILITATE:

The introduction activity can be done either in the classroom before the visit to the exhibition or can be done at the museum preceding the suggested activities at the 4 sections of the exhibition.



KEY CONCEPTS:

Historical Past, Indian civilisation, Perceptions and Stereotypes

UNWIND THE MIND

Lesson Plan

Session I : Pre-visit session

Duration: 15 minutes

Material Required: Worksheet, pen/pencil

1. Start the session with some open ended questions like ‘What do we know about our past?’, ‘How far back in time can we tell?’, ‘Is the past of India different from the past of Egypt or Syria?’, ‘How do we know about our past?’ Ask student to freely think and write their ideas in the worksheet.
2. Spark a debate on how the history of a land as vast as India can be narrated effectively and in how many ways. What are the advantages of understanding history through objects over texts? Do objects allow for greater inclusivity and lesser bias in its retelling?
3. Introduce the exhibition ‘India and the World: A History in Nine Stories’ to the students. The exhibition is a collaboration between Chhatrapati Shivaji Maharaj Vastu Sangrahalaya (CMSVS), Mumbai, British Museum, London and National Museum, Delhi to ‘highlight India’s glorious past through iconic objects from Indian collections that would represent important moments in the country’s history set in a wider global context, with an aim to explore connections and comparisons between India and the rest of the world.’¹
4. The exhibition tells the story of India in nine sections ranging from themes like development of cities, courtly life, states and empires, religion and politics using a wide variety of objects, from sculpture to inscriptions, coins and paintings. Along with the history of India, the exhibition also brings to light India’s relationship with rest of the world giving an opportunity to the viewers to observe how people across cultures and places have expressed ideas in remarkably similar ways. Over 200 Objects from ten countries are on display in the exhibition. For

more information: visit the website: <https://www.indiaandtheworld.org/>

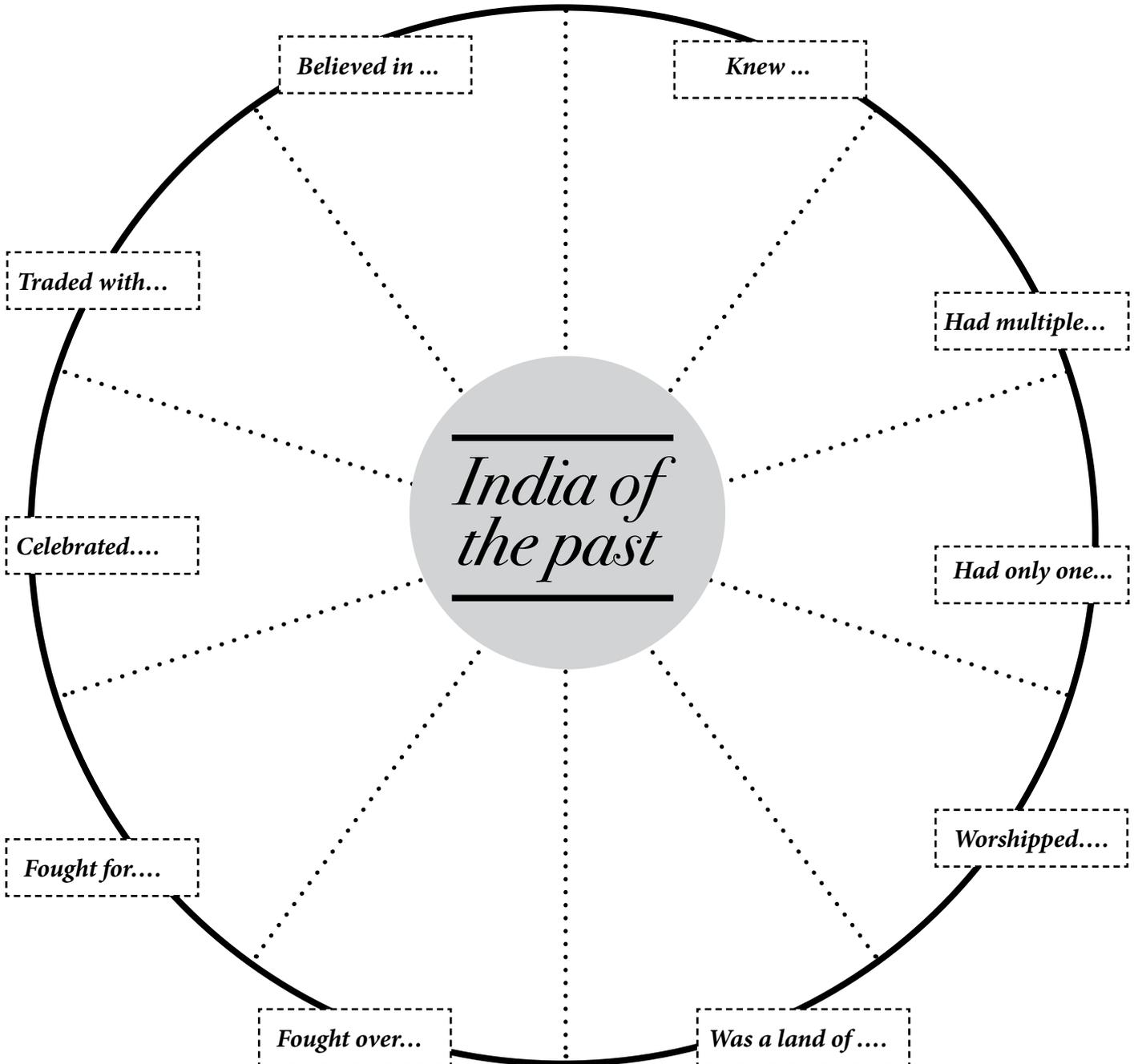
Educators can also arrange for a screening of the 12-minutes film ‘India and the World: A History in Nine Stories’ at your school or share the link below with the students to be seen at their leisure.

Link: <https://www.youtube.com/watch?v=6fFRk3T4SF4>

NOTE: If the link is not active, please copy paste the URL on your browser.

¹ Mukherjee , Sabyasachi, ‘Foreword.’ India and the World: A History in Nine Stories, Ed. Naman P. Ahuja , Jeremy David Hill. Gurgaon: Penguin Books, 2017. p. ix

What do we know about our past? Can you think and write your thoughts on what was the India of the past was like?



Was it hard to complete these sentence stems? Why was it hard?

1

A Million Years Ago

This activity introduces students to sources of history in order to understand how we construct our past. Through objects such as hand axes, clay pots and ceramic vessels, students will see how the same idea was used in different, changing ways to express our humanity.



DURATION:

30 minutes



SKILL OBJECTIVE:

Close Looking, Visual Recording, Comparative thinking, Identifying continuity and change, Critical thinking, Collaboration



SECTION/ STORY IN FOCUS:

The exhibition has 9 stories. This lesson plan looks at *Shared Beginnings*.



KEY CONCEPTS:

Sources of history, Archaeology, Early history, Palaeolithic period

A MILLION YEARS AGO...

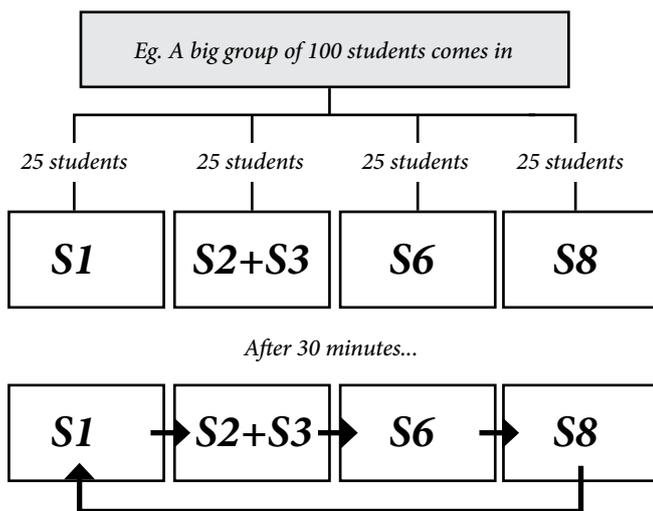
Lesson Plan: Shared Beginnings

Session I : Museum Exploration

Duration: 30 minutes

Group Details: It is recommended that a large student group be broken down into 4 smaller groups and taken to 4 different sections or stories in the exhibition. Group size must be ideally limited to 25 learners accompanied, each accompanied by a teacher/facilitator.

Once a group has finished its experience at a particular section of the exhibition, it will then move to a different section and continue to do so till the entire exhibition experience is complete. Alternatively, teachers can also limit the entire exhibition experience to 2-3 different sections or stories in the exhibition and divide the group accordingly.



S1 : Shared Beginnings

S2+S3 : First Cities and Empires

S6 : Indian Ocean Traders

S8 : Quest for Freedom

Part I: Introduction

Duration: 15 minutes

1. In the **Shared Beginnings** section, introduce students to the vast collection of hand axes, pots, urns and other vessels. Allow students to slowly walk around the exhibit, observe carefully and assemble back in 3 - 4 minutes. Ask the students to describe what they saw. Students will give varying responses such as 'Very many pots!', 'Stone age tools,' and the like.
2. Ask them how old they think these objects are? Hundred years old, thousand years old or a million years old? Which is the oldest object they have ever seen or held? Tell them that the hand axe from Attirampakkam, Tamil Nadu is around 1.7 to 1.07 million years old! (1,700,000 – 1,070,000 years old) Who were these objects used by and for what? What were our ancestors like? What did they wear and eat? What did they do for a living?
3. Support students in understanding the skill and technique required in making these objects. Student may recall from their history reading in Class 6 about some techniques used to make stone tools such as Stone on Stone and Pressure flaking. Talk to the students about the process of making terracotta pots – finding and preparing clay, baking in the sun and later in primitive ovens. In the creation of these objects, we see a desire to express ideas outside the mind and an appreciation for beauty.
4. Do we find these objects at home today? Is there something different about them? Are they used for the same purpose and made of a similar material? Students may be able to point out that today we do not use hand axes made of stone and have instead replaced them with more sophisticated tools made of metal alloys such as hammer, plier, mallets, knives, scissors, and weapons like swords that help us cut, tear, drill and protect ourselves. While in

A MILLION YEARS AGO...

Lesson Plan: Shared Beginnings

many Indian homes even today, earthen pots are used to store water. We rarely use terracotta pots to store food and grains. Stainless steel jars, glass bottles and plastic containers have replaced them. Electronic refrigerators have made storage of perishable things possible for a longer period of time.

5. What do these objects tell us about the time they were made in? What were the values, lifestyle, thoughts and beliefs of the people who created and used them? This is a deep thinking question and students may not be able to answer it promptly. Build up a series of smaller warm-up questions (Refer to questions in point 1 and 2 for example) so that visitors are ready to explore the big question.

6. Guide the students' thought to understanding these objects as a source of history. Objects that inform us about our past have an invaluable historical importance. Archaeologists find out about the past by discovering artefacts left behind by our ancestors, examining what they have found and then recording their discoveries for the future. Objects that are made of hard, imperishable material (like metal) last longer than objects that can easily perish or degrade like building materials or clothes. Pottery, however, can survive for thousands of years buried in the ground. They do not have economic worth unlike jewellery as they are less likely to be robbed.

Part II: Museum Activity

Duration: 15 minutes

Material Required: Worksheet, pen/pencil

1. Pair students up for a fun museum activity. Ask them to carefully observe any 1 object in the **Shared Beginnings** section and draw it out, paying close attention to the shape and size of the object as well as the pattern and design found on it.
2. Students will then note down the material, age, place (of origin or discovery) and use of the object.
3. Next, ask student to draw quick outlines of the objects that they use today for the same purpose. Similarly, write the material, age, place (of origin or discovery) and use of that modern age object as done for the object of the past.
4. Student must then carefully study both the objects and assign attributes to each object from the list of words given in the worksheet. Is the 8,000-year- old Samarran pot more aesthetic than our modern day tiffin? Is today's hammer more functional than the teardrop shaped hand axe from Attirampakkam? Which of the two objects is more eco-friendly and economic?

A MILLION YEARS AGO...

Worksheet: Shared Beginnings

NAME:

CLASS & SECTION:

Select any **one object** from the *Shared Beginnings* section. Draw and note all the relevant details below. Can you now compare it to its modern age object?

OLD

NEW

DRAW

DRAW

NAME:

Look carefully at the wall text to find your answers



MATERIAL:

AGE:

Remember, if an object is dated 3000 BC, then it's age is 5018 years



PLACE OF DISCOVERY/ORIGIN:

USE:

ATTRIBUTES:

NAME:

MATERIAL:

AGE (IF KNOWN):

PLACE (IF KNOWN):

Local market (eg. Chandni Chowk) or place of making like (eg. Jaipur)



USE:

ATTRIBUTES:

GUIDING WORDS FOR ATTRIBUTES

Durable//Aesthetic//Economical//Sophisticated//Portable//Functional//Well Designed//Ritualistic//Eco friendly//Multi Purpose//Waterproof//Fireproof

A MILLION YEARS AGO...

Exhibition Map:
Section focus : **S1-Shared Beginnings**



2

(Dice)ecting the Past

This is an activity for teachers to introduce students to Early Civilisations and Empires from around the world. The activity encourages critical thinking and understanding by challenging the students to a) go beyond the obvious and ask thoughtful questions b) make connections to prior knowledge c) identifying relevance for the topic they study in history.



DURATION:

30 minutes



SKILL OBJECTIVE:

Close Looking, Active listening, Framing good questions, Critical thinking, Historical thinking



SECTION/ STORY IN FOCUS:

The exhibition has 9 stories. This lesson plan looks at 2 stories or sections- *First Cities* and *Empires*



KEY CONCEPTS:

Object Histories, Indus Valley Civilisation, Ancient civilisations, Great Empires

(DICE)ECTING THE PAST

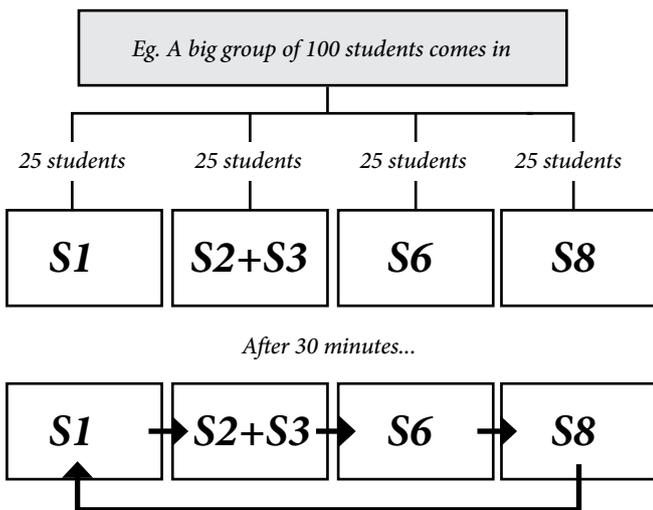
Lesson Plan: *First Cities and Empires*

Session I : Museum Exploration

Duration: 30 minutes

Group Details: It is recommended that a large student group be broken down into 4 smaller groups and taken to 4 different sections or stories in the exhibition. Group size must be ideally limited to 25 learners, each accompanied by a teacher/facilitator.

Once a group has finished its experience at a particular section of the exhibition, it will then move to a different section and continue to do so till the entire exhibition experience is complete. Alternatively, teachers can also limit the entire exhibition experience to 2-3 different sections or stories in the exhibition and divide the group accordingly.



S1 : Shared Beginnings S6 : Indian Ocean Traders
S2+S3 : First Cities and Empires S8 : Quest for Freedom

Museum Activity

Duration: 30 minutes

Material Required: Worksheet, Pen/pencil, magnifying glass, pre-assembled dice (*Page. 015*)

1. The past is everything that happened to anyone anywhere. Events that result in great change for a large number of people over a period of time are historically significant. Then what makes a simple brick from Indus

Valley a significant object? Is the statue of the ordinary Sumerian woman as important as the head of head of Roman Emperor Hadrian sculpted in bronze. Can the story of ‘insignificant’ objects tell us something about the past that is important to us? Can these objects find a place in the large narrative of human history/histories?

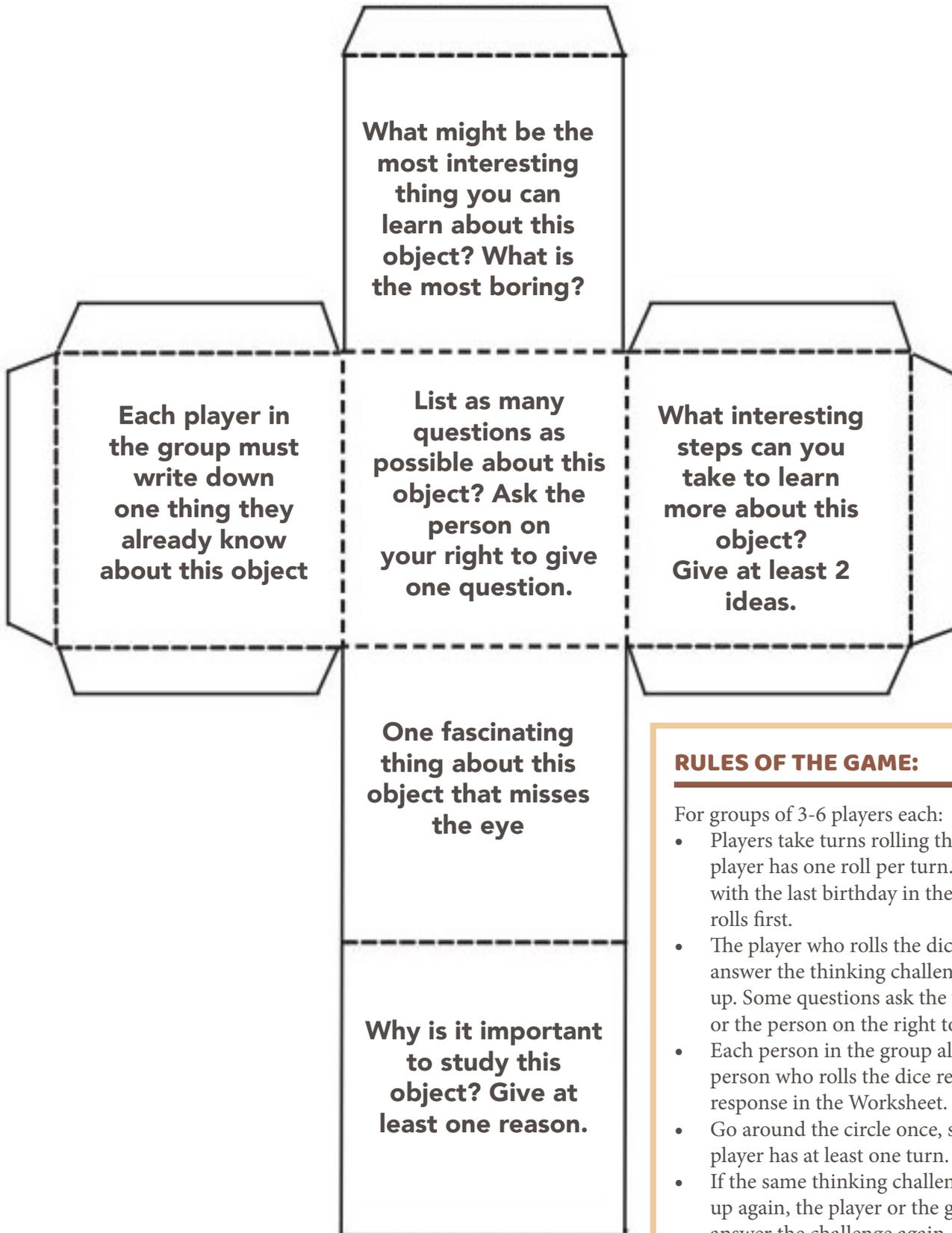
2. To allow students to reflect deeply about the significance of objects from around the world and build connections between them, have the students play a thinking challenge with a special die- preferably pre-assembled by the teacher. **(pg.015)**
3. Divide students into groups of 3-6 players. Do not make a group of more than six students.
4. Explain the rules of the game aloud or give each group a copy of the rules.
 - Players take turns rolling the dice. Each player has one roll per turn. The person with the last birthday in the calendar rolls first.
 - The player who rolls the dice will answer the thinking challenge that faces up. Some questions ask the whole group or the person on the right to respond.
 - Each person in the group along with the person who rolls the dice records the response in the Worksheet.
 - Go around the circle once, so each player has at least one turn.
 - If the same thinking challenge comes up again, the player or the group must answer the challenge again. If the same challenge comes more than twice, roll the dice again for a new thinking challenge.
5. The playing time for this game is 20 minutes. Once all the groups have played the game and recorded their answers, have the groups take turns to share their answers. Each group must share their response of at least one thinking challenge with the larger group.

Note: This game has been adapted from the *Starting Block Game in Critical Squares : Games of Critical Thinking and Understanding* developed through Project Zero at the Harvard School of Education

(DICE)ECTING THE PAST

Dice cutout: *First Cities* and *Empires*

(Cut on solid lines, fold on dashed lines)



RULES OF THE GAME:

For groups of 3-6 players each:

- Players take turns rolling the dice. Each player has one roll per turn. The person with the last birthday in the calendar rolls first.
- The player who rolls the dice will answer the thinking challenge that faces up. Some questions ask the whole group or the person on the right to respond.
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(DICE)ECTING THE PAST

Worksheet: *First Cities* and *Empires*

NAME:

CLASS & SECTION:

Select any **one object** from the *First Cities* or *Empires* sections that fascinates your group. Roll the question dice and answer the thinking challenges that comes up in the boxes given below. Go around the circle once, so each player has at least one turn. Remember to learn the rules of the game before you start playing!

**What might be the most interesting thing you can learn about this object?
What is the most boring?**

List as many questions as possible about this object? Ask the person on your right to give one question.

Each player in the group must write down one thing they already know about this object

**What interesting steps can you take to learn more about this object?
Give at least 2 ideas.**

One fascinating thing about this object that misses the eye

**Why it is important to study this object?
Give at least one reason.**

(DICE)ECTING THE PAST

Exhibition Map:

Section focus : S2 & S3 - *First Cities & Empire*



3

Timeless Treasures, Endless Pleasures

This treasure trail activity will have students solve 4 riddles to discover objects and their interesting stories.



DURATION:

30 minutes



SKILL OBJECTIVE:

Lateral thinking, Reading comprehension,
Collaboration, Visual recording



SECTION/ STORY IN FOCUS:

The exhibition has 9 stories. This lesson plan looks
at ***Indian Ocean Traders***.



KEY CONCEPTS:

Maritime trade, Trade routes

TIMELESS TREASURES, ENDLESS PLEASURES

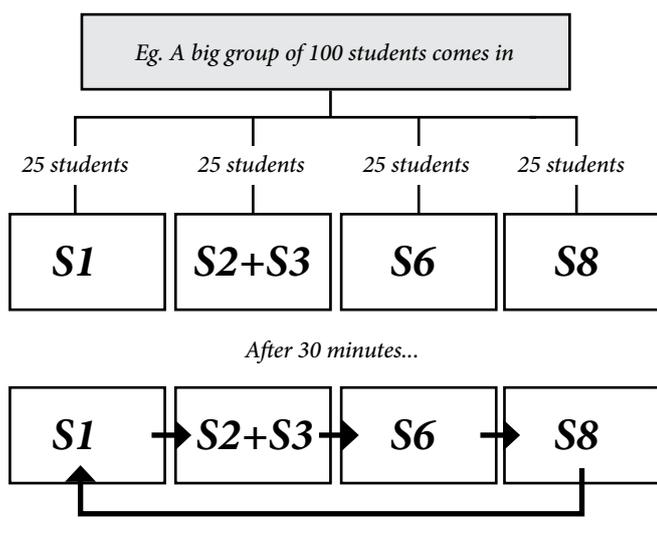
Lesson Plan: Indian Ocean Traders

Session I : Museum Exploration

Duration: 30 minutes

Group Details: It is recommended that a large student group be broken down into 4 smaller groups and taken to 4 different sections or stories in the exhibition. Group size must be ideally limited to 25 learners, each accompanied by a teacher/facilitator.

Once a group has finished its experience at a particular section of the exhibition, it will then move to a different section and continue to do so till the entire exhibition experience is complete. Alternatively, teachers can also limit the entire exhibition experience to 2-3 different sections or stories in the exhibition and divide the group accordingly.



S1 : Shared Beginnings
S2+S3 : First Cities and Empires

S6 : Indian Ocean Traders
S8 : Quest for Freedom

Museum Activity

Duration: 30 minutes

Material Required: Worksheet, Pen/pencil

- Trade between India, Africa, Middle East, East Asia and Europe has thrived for many years. Ask the students to name valuable trade items from India. Do they know of any famous traveller or explorer? What were their discoveries? Any important trade route they know of? Use the map in the exhibition to show them some of the land and sea routes used for trade. In the first century AD, Graeco-Roman manuals already mentioned the routes ships took to reach the different ports of India from Egypt, as well as the commodities traded. The discovery of the new trade route via the Cape of Good Hope by Vasco Da Gama and the arrival of the Portuguese in Calicut, India marks a turning point in the history of India.
- In pairs, have students solve riddles to discover objects in the **Indian Ocean Traders** Section. Students will record their answer to the puzzle by drawing the object in their worksheet and noting information from the object label – title, material and date.
- As they explore the exhibits to solve the 4 riddles, they will have a chance to learn about many more objects and their stories. At the end of their objects discovery, student will write down their personal favourite and give reasons.

ANSWER KEY FOR THE CLUES:

CLUE #1 :
Indian Cloth
from Egypt



CLUE #2:
Cooking Pot



CLUE #3:
Astrolabe



CLUE #4:
Rhinoceros
after Dürer



TIMELESS TREASURES, ENDLESS PLEASURES

NAME:

CLASS & SECTION:

Worksheet: Indian Ocean Traders

Can you find the objects based on the clues given below? Remember to note the information given on the label for the objects you find!

CLUE #1

*Made by skilled hands on a loom
Dyed in red and purple
I have seen Empires fall
Wrapped around a foetus in eternal rest
I was found in an ancient grave*

Who am I?

DRAW :

TITLE : _____

MATERIAL : _____

DATE : _____

CLUE #2

*Round and wide bellied
I was carried across oceans
By traders
To enchanting foreign places
My delicious flavours and
Nostalgic aroma of the
Eastern recipes
Have delighted the wishes
Of many hungry travellers*

Who am I?

DRAW :

TITLE : _____

MATERIAL : _____

DATE : _____

**TIMELESS TREASURES,
ENDLESS PLEASURES**

Worksheet: Indian Ocean Traders

NAME:

CLASS & SECTION:

CLUE #3

*The alluring night sky
Stretches across my body
Beautiful and expensive
I am crafted by experts
I will tell you
The time, the place
Abd al-Rahmân, the astronomer
Wrote me a thousand uses*

Who am I?

DRAW :

TITLE : _____

MATERIAL : _____

DATE : _____

CLUE #4

*Gifted by the Sultan of Gujarat
I journeyed across the Indian Ocean
to reach the shores of Portugal
An object of great curiosity
I was welcomed to much pomp and fanfare
Though, alas, I drowned in a shipwreck
On my way to the Pope's Palace
I am immortalised in an artist's
fantastic woodcut print*

Who am I?

DRAW :

TITLE : _____

MATERIAL : _____

DATE : _____

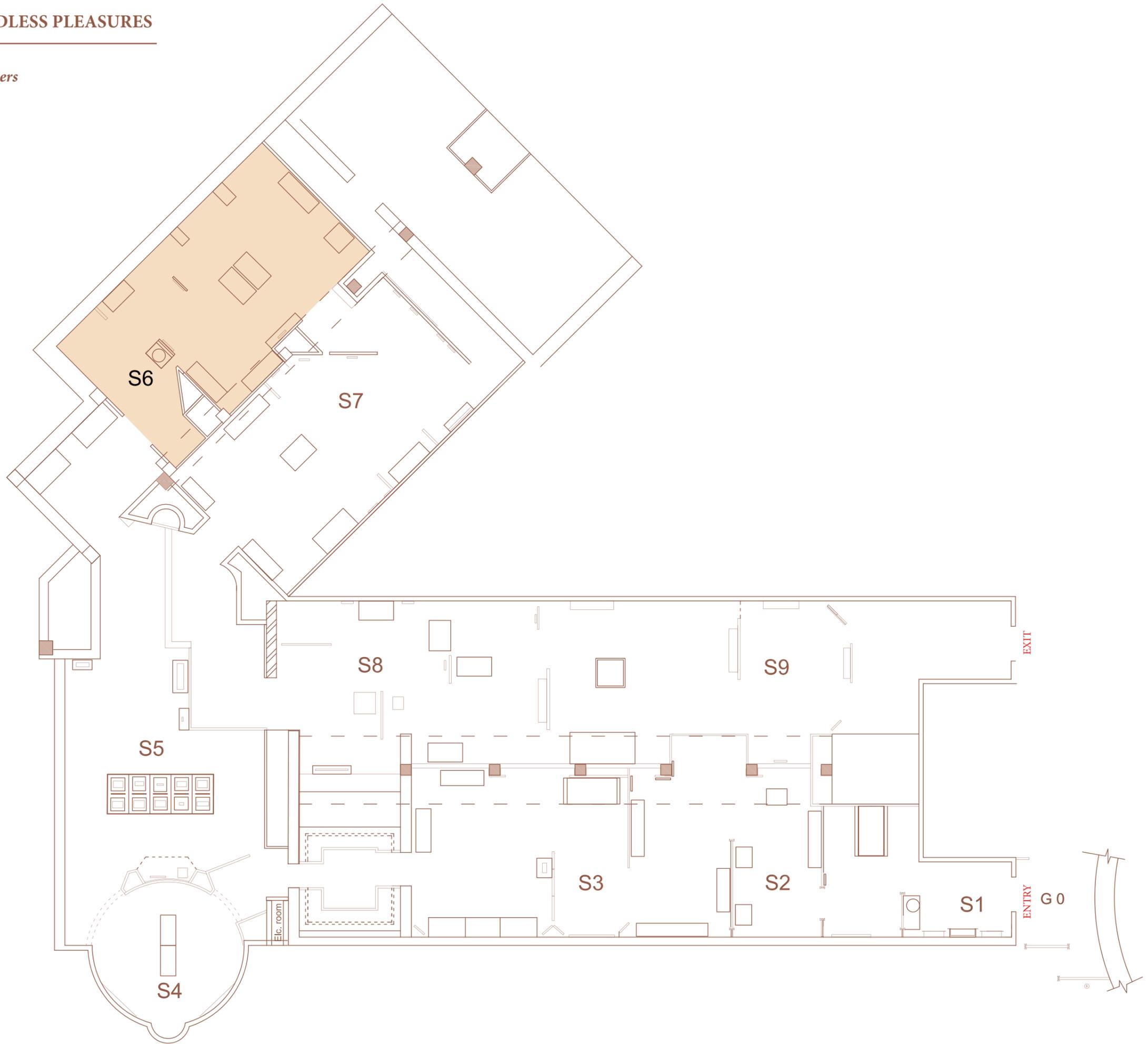
If you had the opportunity to own any one object from the *Indian Ocean Traders* Section, which one would you choose and why?

.....
.....
.....

TIMELESS TREASURES, ENDLESS PLEASURES

Exhibition Map:

Section focus : **S6-Indian Ocean Traders**



4

Try my Trail

This activity will present students with the opportunity to understand the past as well as the ongoing struggle for freedom and equality across the globe and make their own unique trail with the help of the scaffold given.



DURATION:

30 minutes



SKILL OBJECTIVE:

Critical thinking, Reading comprehension, Creative thinking, Collaboration, Spatial thinking



SECTION/ STORY IN FOCUS:

The exhibition has 9 stories. This lesson plan looks at *Quest for Freedom*



KEY CONCEPTS:

Colonialism, Equality, Struggle for independence, World Politics

TRY MY TRAIL

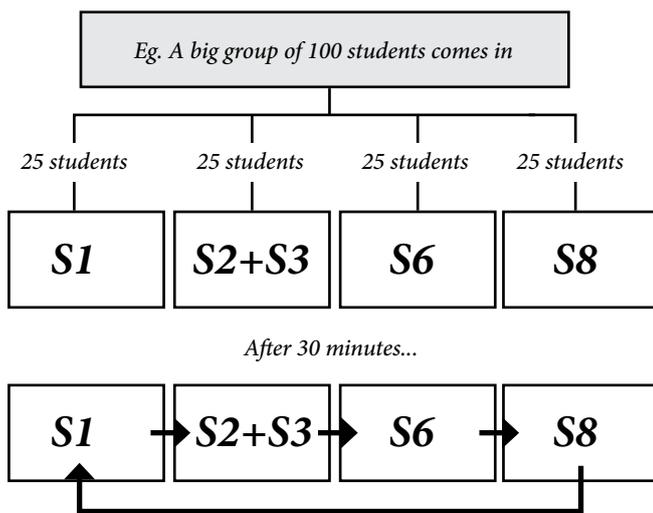
Lesson Plan: Quest for Freedom

Session I : Museum Exploration

Duration: 30 minutes

Group Details: It is recommended that a large student group be broken down into 4 smaller groups and taken to 4 different sections or stories in the exhibition. Group size must be ideally limited to 25 learners, each accompanied by a teacher/facilitator.

Once a group has finished its experience at a particular section of the exhibition, it will then move to a different section and continue to do so till the entire exhibition experience is complete. Alternatively, teachers can also limit the entire exhibition experience to 2-3 different sections or stories in the exhibition and divide the group accordingly.



S1 : Shared Beginnings
S2+S3 : First Cities and Empires

S6 : Indian Ocean Traders
S8 : Quest for Freedom

Museum Activity

Duration: 30 minutes

Material Required: Worksheet, Pen/pencil

1. The Indian independence movement is a glorious chapter in world history. Close on the heels of India, colonies in Africa and South America also attained freedom from foreign powers. Twentieth century brought an end to the age of Imperialism and Colonialism. Powerful leaders emerged that led the nation to the path of independence through uprisings, wars, revolts, revolutions as well as non-violent civil resistance. Freedom is however, not limited to political freedom from colonial powers alone. It is also tied to a personal quest for equality and recognition of human rights.
2. Have a discussion with the students around their understanding of the freedom struggle in India and around the world. Check for students' understanding of colonialism. Who were the big colonial powers and where were their colonies? Do students know of any other country besides India who also struggled for independence? What they know of this struggle? Is the quest for freedom over today? Or is it ongoing? Are we still enslaved by ideas, beliefs or prejudices that hold us back?
3. In groups of 2 or 3, students will create their own unique trail of 6 objects from the **Quest for Freedom** Section using the scaffold below:
Selection of objects:

- a. The objects selected are objects that are most fascinating for the student and/ or whose history inspires them to learn more about the event.
- b. Students must remember to include the following themes in their trail:
 - i. Symbol of imperial domination
 - ii. Quest for freedom from colonial powers
 - iii. Struggle for Equality / Human rights (Slavery, Gender Equality, Racial Equality)

TRY MY TRAIL

Lesson Plan: Quest for Freedom

- c. Students must remember to select works that represent not just India but **countries across the globe**.

Mapping the Objects:

Using the exhibit map given in the worksheet, students will circle the 6 objects chosen.

Naming the Trail

Once the students have selected the 6 objects, they will name their unique trail. The name assigned to the trail must support the description of the objects and create interest in the mind of the young museum goers.

Description:

Students will write the title of the 6 chosen objects in the worksheet and note one fascinating thing about each of these objects.

TRY MY TRAIL

Worksheet: *Quest for Freedom*

NAME:

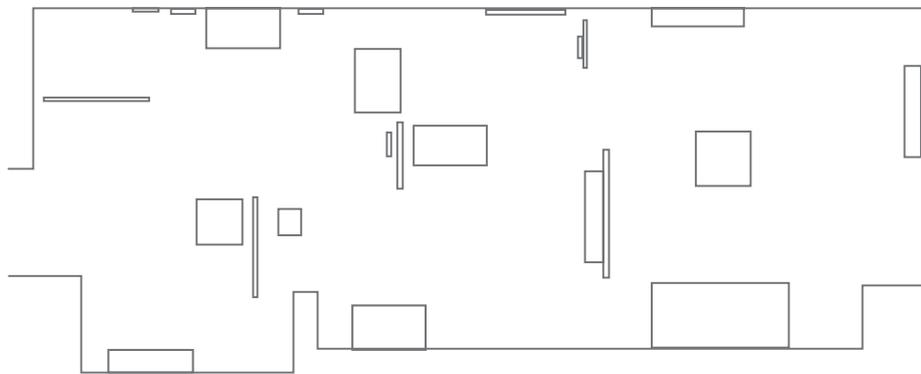
CLASS & SECTION:

Select **6 most fascinating objects** from different countries across the globe to make your unique trail. Fill in the relevant details below:

NAME YOUR TRAIL

	OBJECT 1	OBJECT 2	OBJECT 3
TITLE			
WHAT FASCINATES YOU			

Use this map to mark out the positions of your five objects and make your trail:



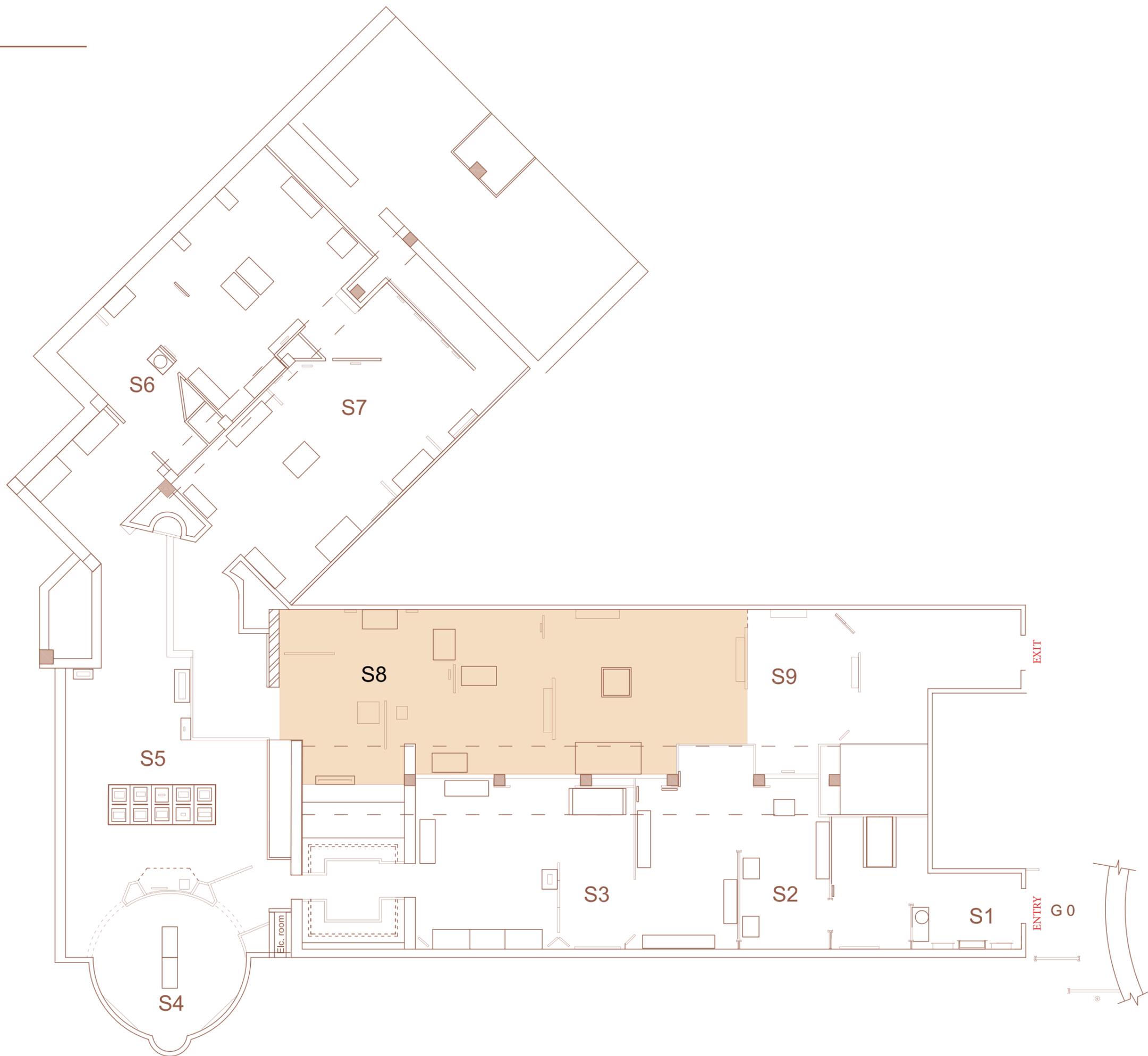
Remember to include the following themes in your trail:

- Imperial domination
- Quest for freedom from colonial powers
- Struggle for Equality / Human rights (Slavery, Gender Equality, Racial Equality)

	OBJECT 4	OBJECT 5	OBJECT 6
TITLE			
WHAT FASCINATES YOU			

TRY MY TRAIL

Exhibition Map:
Section focus : S8-Quest for Freedom



Post Visit Session

The post visit activity will help students to integrate their learning from *India and the World* exhibition and allow them to express their own unique view point.



DURATION:

30 minutes



SKILL OBJECTIVE:

Critical thinking, Research, Independent thinking



WHERE TO FACILITATE:

The post visit session can be done either in the classroom after the visit to the exhibition or can be done at the museum after the suggested activities at the 4 galleries of the exhibition is complete.



KEY CONCEPTS:

Historical Past, Contemporary history, Ancient civilisations

POST VISIT SESSION

Lesson Plan

Session I : Post visit session

Duration: 30 minutes

Material Required: Paper, Pen/pencil, Access to internet

1. Through nine engaging stories, the exhibition gives us an opportunity to view the finest civilizational objects from India and around the world. Not just that, the objects offer us a peak into a history that otherwise escapes textual documentation. Neil MacGregor, Former Director, British Museum notes that the exhibition is not 'the history' of India, but 'a history.'⁽¹⁾ Therefore, the exhibition and its themes do not represent an exhaustive history of India.
2. Through the educator toolkit comprising of 4 comprehensive lesson plans and corresponding museum activities, students have been introduced to 5 stories of the exhibition - ***Shared Beginnings, First Cities, Empires, Indian Ocean Traders and Quest for Freedom.*** Ask students to familiarise themselves with the other 4 stories, namely *State and Faith, Picturing the Divine, Court Cultures and Time Unbound.* They can read about each section and its objects on the exhibition website: <https://www.indiaandtheworld.org/>
3. After the students have done the relevant reading and research, have them reflect about all the nine stories and the important landmark events in history that they represent. Teachers can have students revisit 'Unwind the Mind' worksheet (**Page 007**) and add or change the earlier ideas on India of the past. Are students' thoughts on India of the past more nuanced and informed after visiting the exhibition?
4. Next, have the students imagine a scenario- if there was an opportunity to add an additional story, which would be the tenth story they would like the exhibition to explore? What are the likely objects in this story?

5. In order to research the objects and artwork from India and around the globe, the following websites may be useful:

- National Portal and Digital Repository for Indian Museums: <http://museumsofindia.gov.in/>
- MET Museum: <https://www.metmuseum.org/>
- British Museum: <http://www.britishmuseum.org/>
- V&A museum: <https://www.vam.ac.uk/>
- British Library: <https://www.bl.uk/subjects/visual-arts>
- Chhatrapati Shivaji Maharaj Vastu Sangrahalaya: <https://www.csmvs.in/>
- Freer Gallery of Art : <https://www.si.edu/Museums/freer-gallery>

6. Students will then choose to either draw or write their idea of the tenth story in 10-12 lines and select at least 5 objects for this story. With every student contributing a story, it could well turn into an exciting digital exhibition!

NOTE: There is scope for engaging with multiple visual formats - poster, PPT, collage etc to display and share ideas with the larger school community.

NOTE: *If the link is not active, please copy paste the URL on your browser.*

¹ **MacGregor, Neil, 'Introduction.'** *India and the World: A History in Nine Stories*, Ed. Naman P. Ahuja, Jeremy David Hill. Gurgaon: Penguin Books, 2017. p xvii.