

MY
STORY

PRINCESS

SOPHIA DULEEP SINGH
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LESSON PLANS

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PRINCESS SOPHIA DULEEP SINGH UPPER KEY STAGE 2 LESSON PLAN 1



OBJECTIVES

- To explore historical journeys
- To explore the British Empire and how far it stretched
- To explore reasons why India should/shouldn't be in the British Empire
- To compare and contrast different points of view

RESOURCES

Princess Sophia Duleep Singh book

Resource Sheet 1: The Journey

Resource Sheet 2: Two Points of View

Resource sheet 3: The British Empire

Resource sheet 4: Reasons

LEAD IN

Read chapter 1 with the children. Discuss why the family were heading to India. How did each family member feel about it? How do the children know? (At this point, a mindmap could be created – discuss this as a whole class for the children to refer back to.)

- Papa
- Catherine
- Mama
- Freddie
- Victor
- Sophia
- Bamba
- Eddie

Chapter 1 gives many clues about who the Duleep Singh family were and why Queen Victoria was so important to them. The children were all born in England. Why was this?

Explore this short section where Papa, Maharaja Duleep Singh of Punjab, is speaking to the rest of the dining hall. Focus on Papa's speech in chapter 1, page 6: "*I was cheated out of my kingdom, did you know?*" Read to page 7: "*... with the din of talk and silverware against china bowls.*" Why does he use the term 'invader'? What does he mean by this? Discuss as a class how using this term might have made the family feel and how it might have made other people feel. Do children feel that Papa and Bamba were right in using this term?

Explore the journey the family were taking and the route the ship was travelling. Look at an atlas (and/or globe) and plot the journey from chapter 1. Why would this journey take so long? Use *Resource sheet 1: The Journey*, to plot the route the ship would have taken and the ports it might have stopped at on the way. Why do the children think that the journey couldn't be done without stopping?

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PRINCESS SOPHIA DULEEP SINGH

UPPER KEY STAGE 2 LESSON PLAN 1 cont.



As a whole class, research the journey a ship in the 1800s would have taken from England to India. Discuss what the living conditions might have been like for families like the Duleep Singhs, and for the sailors.

TASK

Read chapter 2 with the class. Pause at the end of page 14: “Bamba has always resented the way the British treat the people of India. “Why are we seen as second class because our skin is brown?” she would ask.” Discuss this sentence with the whole class and ask: what might this mean? (This part will need to be treated with sensitivity as some of the children may find this difficult – they may want to share their own experiences.)

Read to the end of chapter 2. Why wasn't Papa and his family permitted to carry on with their journey to Punjab, India? Why did Queen Victoria prevent him from travelling any further than Egypt?

Explore chapter 6, especially Munshi-ji, Abdul Karim's description of India and the mangoes. Pause at the end of page 46 of chapter 6, at the bottom paragraph about it not being safe for Queen Victoria to travel and visit India. Can the children think why this might have been the case?

Read chapters 9–14 and discuss why the sisters wanted to visit India. What was it that made them want to travel to see India? Was India what they thought it would be? What did Sophia learn about the British Empire and India on her journey home?

Use **Resource sheet 2: Two Points of View**, and compare and contrast what Munshi-ji, Abdul Karim says about India and what the sisters describe and experience about India. Complete the Venn diagram to show their opinions. Similarities should be in the overlapped area and differences in the two other areas.

EXTENSION

Explore which countries were part of the British Empire using **Resource sheet 3: The British Empire**, and highlight/colour the areas that were under British control. Research the countries that were part of the 'Imperial Territory' and look at when they became part of the territory and when they left it. Also look at recent history, such as countries in the Caribbean and how they have voted to no longer have the Queen as the Head of State.

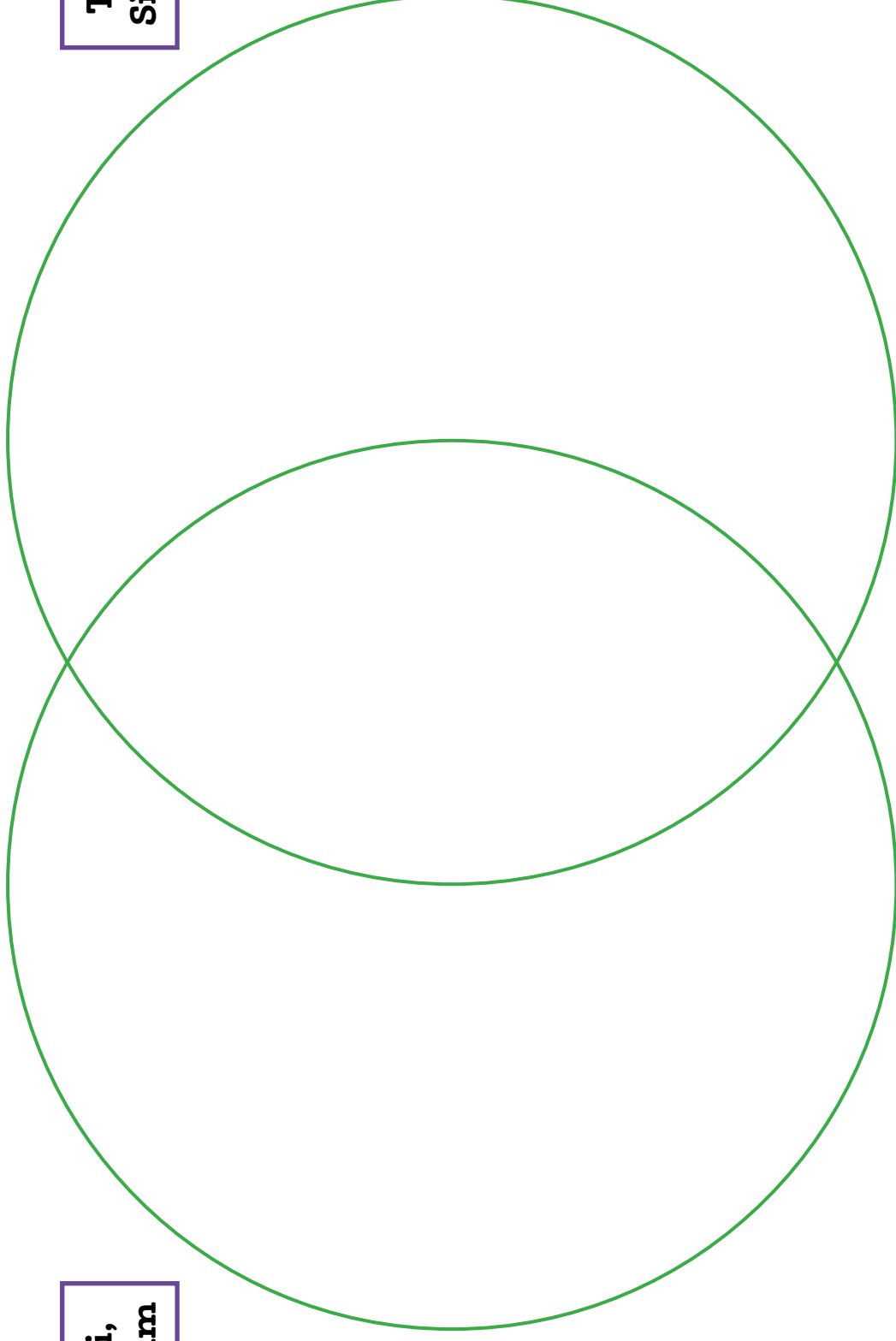
Discuss as a class what the reasons were that countries or territories like India, remained part of the British Empire. This could be done as a research activity and the children can come up with reasons for and against. Alternatively, they could use **Resource sheet 4: Reasons**, and look at the statements and suggest if they were for or against reasons for India being part of the British Empire. The children need to understand that they may disagree with somebody but if they do, they need to be able use reasoning and persuasion to present their argument.

PRINCESS SOPHIA DULEEP SINGH UPPER KEY STAGE 2 LESSON PLAN 1

RESOURCE SHEET 2: TWO POINTS OF VIEW

Munshi-ji, Abdul Karim describes India in chapter 6. In chapters 9–14 the Duleep Singh sisters finally get to visit India and describe their experiences. What are the similarities and differences in the two descriptions and experiences of India? Plot them in this Venn diagram.

**Munshi-ji,
Abdul Karim**



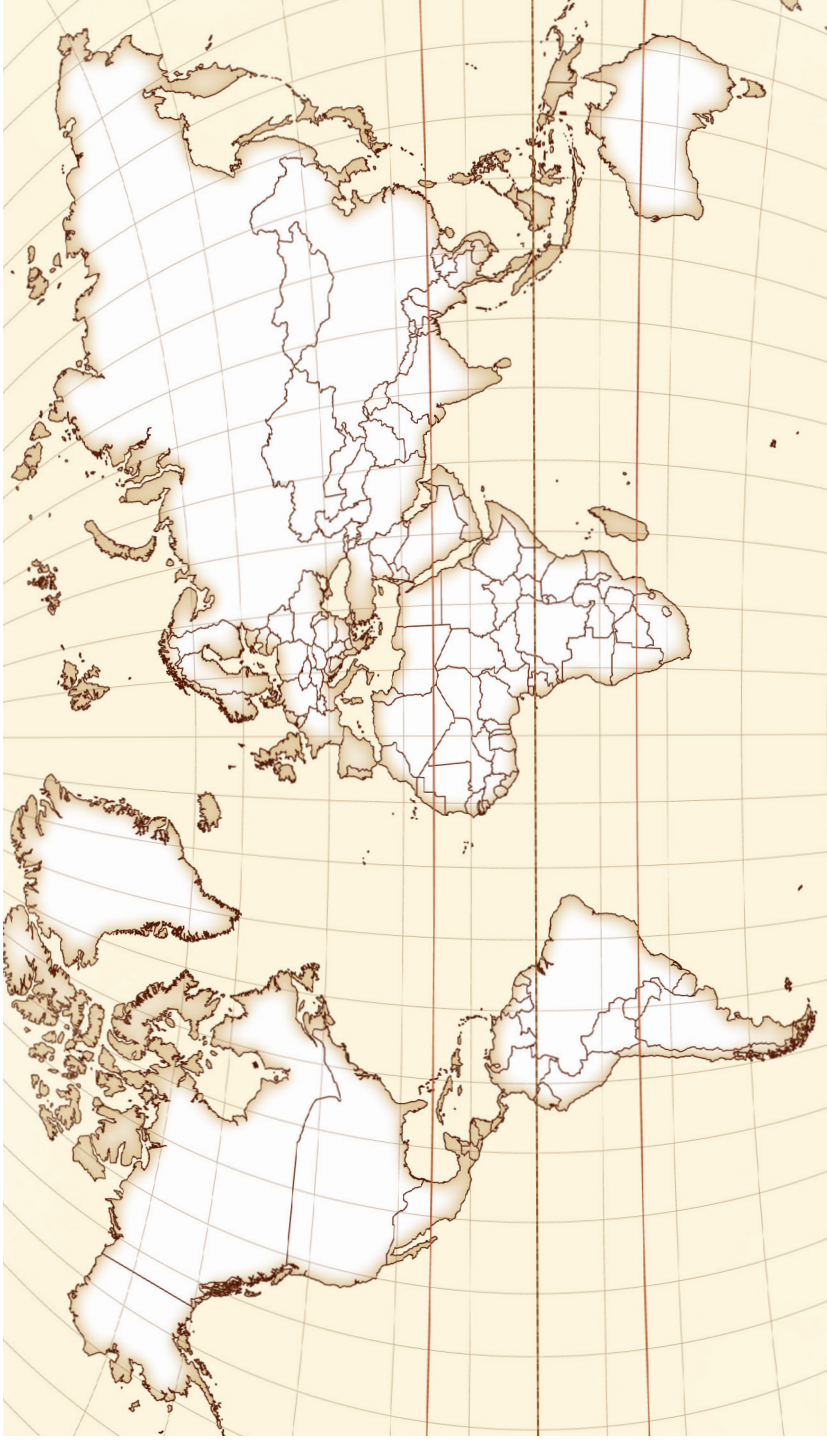
**The Duleep
Singh sisters**

PRINCESS SOPHIA DULEEP SINGH UPPER KEY STAGE 2 LESSON PLAN 1

RESOURCE SHEET 3: THE BRITISH EMPIRE

Colour in the areas on the world map that were under British control during Queen Victoria's reign and during Sophia's lifetime. Can you label the countries?

Add some data in the table to show the dates that these countries became part of the 'Imperial Territory' and the dates that they no longer had the British monarch as the Head of State.



Name of country/Territory	Date became part of the British Empire	Date left the rule of the British monarch/ Head of State

Name of country/Territory	Date became part of the British Empire	Date left the rule of the British monarch/ Head of State

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UPPER KEY STAGE 2 LESSON PLAN 1

RESOURCE SHEET 4: REASONS

Work in a group. Cut out these cards and sort them into 'for' and 'against' reasons why a country or territory like India might have remained part of the British Empire. (You do not have to agree with your group but if you do not agree, then discuss why.)

<p>Irrigation (crop watering) schemes were developed, allowing crops to be farmed even better than before.</p>	<p>Removal of 'the sati' (the burning of a widow on her husband's funeral pyre) by the British.</p>	<p>'[Britain's government] takes away our money from year to year. The most important jobs are reserved for themselves. We are kept in a state of slavery.' - <i>Written by Gandhi in Indian Home Rule, 1938. Gandhi wanted India to govern itself.</i></p>	<p>Indian soldiers were used to fight wars all over the world, e.g. Boer war in South Africa from 1899–1902. This meant 40% of India's wealth was spent on the army.</p>
<p>The British Empire allowed trading between India and the rest of the world.</p>	<p>Most of the money made from trading went back to Britain rather than being spread among Indian people.</p>	<p>Only 20,000 British troops and officials controlled over 300 million Indians. This might indicate they did not feel oppressed by the British being there.</p>	<p>During the Great Famine of 1876, around 10 million Indian people died. This happened during British rule.</p>
<p>Research suggests that from 1870 to 1930 Britain took only 1% of India's wealth per year. This was much less than the French, Dutch and Germans took from their lands.</p>	<p>Historians estimate that the British invested about £400 million in India between 1870 and 1930.</p>	<p>Wealthy Indians approved of British rule because the British gave them more power.</p>	<p>The British built 24,000 miles of railway track in India up to 1904, much of which is still used today.</p>
<p>From 1815 to 1900 the British:</p> <ul style="list-style-type: none"> • built 2300 miles of road. • increased farmland from 400,000 acres to 3.2 million acres. • built over 2500 schools and 65 hospitals. 	<p>During the Great Famine, the British carried on shipping Indian crops around the world, rather than allowing Indians to keep them to eat themselves.</p>	<p>Florence Nightingale, the famous British nurse, said: <i>'We do not care enough to stop them dying slow and terrible deaths from things we could easily stop. We have taken their land, and we rule it, for our good, not theirs.'</i></p>	<p>Indian princes kept power in their regions, and Indians were able to be promoted in both the army and government.</p>
<p>Public health and life expectancy increased under British rule – due to improved water supplies and treatment for malaria.</p>	<p>The British kept order by making one part of Indian society argue with another. This was a policy known as 'divide and rule'.</p>	<p>Although India grew richer under British rule, it did not grow as quickly as Britain's wealth. Most of the money made went back to Britain.</p>	

PRINCESS SOPHIA DULEEP SINGH UPPER KEY STAGE 2 LESSON PLAN 2



This lesson would be a good follow-on activity from lesson 1.

OBJECTIVES

- To explore the suffragette movement
- To look at the reasons why the suffragette movement was so important for change in women's rights
- To explore key people and events in one particular movement
- To compare and contrast differences in the life of a suffragette to women today

OUTCOMES

Children will explore a political movement and the actions that brought about change. They will look at the reasons this movement caused change and compare it to events today.

RESOURCES

Princess Sophia Duleep Singh book

Resource Sheet 1: Suffragettes

Resource sheet 2: A Timeline

LEAD IN

Read chapter 14 with the children and focus on the letter at the end of the chapter. What had happened to Sophia and why did she join the Women's Social and Political Union (WSPU)?

Explore with the class who the suffragettes were. Why did they have to fight for women's rights and votes? Can the children name any famous suffragettes? The children need to explore and research a famous suffragette and create a factfile about that person. *Resource sheet 1: Suffragettes*, can be used as a guide to help the children.

Possible key people to explore:

- Emmeline Pankhurst
- Una Dugdale
- Christabel Pankhurst
- Millicent Fawcett
- Edith Garrud
- Sylvia Pankhurst
- Emily Davison
- Sophia Duleep Singh

Why would people of Indian/Caribbean/African heritage join a movement such as the suffragette movement? Discuss with the children why they think Sophia and other women joined such a movement and argued for women's votes and rights.

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UPPER KEY STAGE 2 LESSON PLAN 2 cont.



TASK

Read chapters 15–23 which provide some information about the suffragette movement and their actions up to the First World War. Children can then use this information to create a historical timeline of suffragette movement and laws and the changes that occurred over time. Children can also add in any other significant dates on their timeline. *Resource sheet 2: A Timeline* supports this activity.

Read chapter 24. Why did the suffragette movement stop in the First World War? Many women undertook jobs that men would have ordinarily done during this war. What happened to the suffragette movement after the First World War? Read chapters 27 and 28. Add entries to the suffragette timeline to show significant events after the war and onwards to the election of the first woman Member of Parliament.

EXTENSION

Compare and contrast the rights women had during the time that Sophia Duleep Singh was alive and the rights women have now.

Explore how the suffragette movement was a protest against something that was unequal and unjust. What things do the children see as unequal and unjust in today's world?

Can the children name any famous activists that argue for change today?

The children can plan out a presentation about their famous activist and explain why what they do is considered important. They could look at people like David Attenborough, Greta Thunberg, Malala Yousafzai, etc., and explore why these people have felt propelled to act and the changes they have or are trying to bring about.

The children could plan out a presentation about a famous cause that they themselves are interested in.

PRINCESS SOPHIA DULEEP SINGH UPPER KEY STAGE 2 LESSON PLAN 2

RESOURCE SHEET 1: SUFFRAGETES

Research a famous suffragette and create a factfile about her.

Think about her name, birth/death, marital status, children, famous exploits, etc.

Draw a portrait of your chosen suffragette.

The page features a central rectangular frame with a scalloped border and brown corner tabs, intended for a portrait. Surrounding this frame are seven thought bubbles of various shapes and sizes, each with a small circle leading to the main bubble, for taking notes.

PRINCESS SOPHIA DULEEP SINGH UPPER KEY STAGE 2 LESSON PLAN 2

RESOURCE SHEET 2: TIMELINE

Read chapters 15–24 and chapters 27 and 28 of Princess Sophia Duleep Singh. Use this information (and any other information you are able to research about the suffragette movement) to create a timeline of the events that occurred and any law changes that resulted. Add significant dates to the timeline.

You may choose to colour-code the events, laws and changes for clarity.

EVENT:

DATE:

DATE:

EVENT:

UPPER KEY STAGE 2 CURRICULUM LINKS FOR PRINCESS SOPHIA DULEEP SINGH



KS2 ENGLISH

READING COMPREHENSION

Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read.
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- distinguish between statements of fact and opinion.
- retrieve, record, and present information from non-fiction.
- participate in discussions about books that are read to them and those they can read for themselves building on their own and others' ideas and challenging views courteously.
- provide reasoned justifications for their views.

WRITING

Pupils should be taught to:

- plan their writing.
- draft and write.
- evaluate and edit.
- proof-read for spelling and punctuation errors.
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

VOGABULARY, GRAMMAR AND PUNCTUATION

Pupils should be taught to:

- develop understanding of the concepts of writing.
- indicate grammatical and other features of writing.
- use and understand grammatical terminology.

KS2 GEOGRAPHY

Pupils should be taught to:

- extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features.
- develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

UPPER KEY STAGE 2 CURRICULUM LINKS FOR PRINCESS SOPHIA DULEEP SINGH cont.



LOCATIONAL KNOWLEDGE

Pupils should be taught to:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic

GEOGRAPHICAL SKILLS AND FIELDWORK

Pupils should be taught to:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

VOGABULARY, GRAMMAR AND PUNCTUATION

Pupils should be taught to:

- develop understanding of the concepts of writing.
- indicate grammatical and other features of writing.
- use and understand grammatical terminology.

KS2 HISTORY

Pupils should be taught to:

- continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- understand how our knowledge of the past is constructed from a range of sources.

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UPPER KEY STAGE 2 CURRICULUM LINKS FOR PRINCESS SOPHIA DULEEP SINGH cont.



LOCAL HISTORY STUDIES

Pupils should be taught to:

- study over time, tracing how several aspects of national history are reflected in the locality (this can go beyond 1066).
- study an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

BRITISH HISTORY THAT EXTENDS PUPILS' CHRONOLOGICAL KNOWLEDGE BEYOND 1066

Pupils should be taught to:

- understand the changing power of monarchs using case studies such as John, Anne and Victoria
- look at changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century.
- research the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day.
- look at a significant turning point in British history, for example, the first railways or the Battle of Britain.

KS2 PSHE

Pupils should be taught to:

- about personal identity, what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes).
- to recognise their individuality and personal qualities.
- to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
- about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.
- to recognise reasons for rules and laws; consequences of not adhering to rules and laws.
- to recognise there are human rights, that are there to protect everyone.
- about the relationship between rights and responsibilities.
- the importance of having compassion towards others; shared responsibilities
- we all have for caring for other people and living things; how to show care and concern for others.
- about the different groups that make up their community; what living in a community means.
- to value the different contributions that people and groups make to the community.
- about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.

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UPPER KEY STAGE 2 CURRICULUM LINKS FOR PRINCESS SOPHIA DULEEP SINGH cont.

- about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.
- about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.

