



**MISREPRESENTED PODCAST  
EPISODE I**

# **THE DURBAR INCIDENT**

**TEACHER'S GUIDE**

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AN ORGANIZATION THAT CREATES PODCASTS  
AND CURRICULUM TO WIDEN THE HISTORICAL  
NARRATIVE

# TEACHER OVERVIEW

## SUMMARY

MISREPRESENTED is a podcast that tells stories that widen the narrative about South Asia's role in world history.

Episode 1 "The Durbar Incident" uses King George V's 1911 coronation ceremony to analyze the British Empire.

The podcast can be accessed [here](#) as well as on platforms such as:

- Spotify
- Apple Podcasts
- Google Podcasts

This accompanying guide provides ideas for how to use the podcast in your classroom.

## HOW WILL THIS HELP MY STUDENTS?

- Deepens understanding of colonialism and empire during the early 20th century
- Helps explain how ceremonies can play a bigger role in politics
- Expands student thinking about the role of indigenous people in colonial governments

## WHAT'S INCLUDED?

Included are lesson plans for three optional activities.

### QUIZ

- Assess 4 Common Core Standards
- Pear Deck compatible
- Perfect for a sub day!

### DISCUSSION

- High Bloom's Taxonomy
- Aligned with C3 Framework
- Discussion prompts for teachers

### JIGSAW LESSON

- High student engagement
- Option to differentiate

# TEACHER'S GUIDE: QUIZ (1/2)

## OBJECTIVES

- I can cite specific textual evidence to support analysis of primary and secondary sources.
- I can accurately summarize the key ideas that develop over the course of the text.
- I can analyze a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- I can determine the meaning of words as they are used in a text.
- I can read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

## OVERVIEW

Assign this quiz after students listen to "The Durbar Incident." This quiz is easy to prepare and grade using the included Teacher Answer Key. You can also leave this Teacher's Guide for your substitute teacher.

## SUGGESTED USE

- **(35 mins)** Direct students to listen to Episode 1 "The Durbar Incident," either at home or as a class.
- **(2 mins)** Share the Pear Deck link with each student or display it in front of the entire class.
- **(10-20 mins)** Complete the quiz by allowing students to move at their individual pace (assign Pear Deck as "Student-Paced Activity") or discuss the correct answer as a class after each question (assign Pear Deck as "Instructor-Paced Activity")

## MATERIALS

- Podcast episode "[The Durbar Incident](#)"
- Technology for students to listen to podcast and view/answer the quiz
- [Pear Deck Quiz](#) (also available on [Google Slides](#))
- Quiz Answer Key (see page 3)

# TEACHER'S GUIDE: QUIZ (2/2)

## ANSWER KEY

1. (A) apparently
2. (B) Secondary Source
3. (B) I and I
4. (B) II and III
5. (A) When the Maharaja of Baroda died in 1870 without an heir, he was succeeded instead by his brother. But Malhalrao, the brother, was a total mess.
- 6.(C) 2, 3, and 4
- 7.(B) Earlier events caused later ones to occur.
8. (A) I and II

## COMMON CORE

This quiz was designed to align with Common Core Literacy standards for grade 9-10 history & social studies.

The chart below details which standards this quiz meets.

STANDARD	THIS QUIZ
RH.9-10.1	✓
RH.9-10.2	
RH.9-10.3	✓
RH.9-10.4	✓
RH.9-10.5	
RH.9-10.6	
RH.9-10.7	
RH.9-10.8	
RH.9-10.9	
RH.9-10.10	✓

# TEACHER'S GUIDE: DISCUSSION

## OBJECTIVES

- Explain how a variety of internal and external factors contribute to state formation and expansion.
- Explain how governments maintain order through a variety of administrative institutions, policies, and procedures.
- Explain how governments obtain, retain, and exercise power in different ways and for different purposes.

## OVERVIEW

Use these questions after students listen to the podcast to enrich their understanding of history objectives. The questions are accompanied by “prompts” for teachers, enabling you to more easily prepare.

## SUGGESTED USE

- **(35 mins)** Direct students to listen to Episode 1 of the Misrepresented podcast, either individually at home or as a class.
- **(2 mins)** Share the discussion questions by displaying them in front of the class or printing a copy for each group.
- **(15-20 mins)** Guide your students through the discussion prompts, either as a class or in small groups.
- **(Optional)** Use the extension opportunity to enrich your conversations and strengthen analytical skills.

## MATERIALS

- Podcast episode "[The Durbar Incident](#)"
- Discussion questions (see page 5)
- Discussion guide for teachers (see page 6)
- Extension opportunity prompt and resources (page 7-8)

# DISCUSSION QUESTIONS

## QUESTION 1

Describe one historical process that is reflected in the provided quote.

## QUESTION 2

Explain one change in the relationship between India and Great Britain in the century after this quote.

## QUESTION 3

Using examples from the episode, evaluate the extent to which the princely states supported the process of empire building in British India.

## QUESTION 4

How does the story of the Durbar incident affect our understanding of colonialism?

## QUOTE

"I am deeply thankful for the uninterrupted health which my dear Son, the Prince of Wales, has enjoyed during his journey through India. The hearty affection with which he has been received by my Indian subjects of all classes and races assures me that they are happy under my rule, and loyal to my throne."

Queen Victoria, speech to Parliament in 1876

# DISCUSSION PROMPTS FOR TEACHERS

## QUESTION 1

Describe how one historical process is reflected in the provided quote.

**The process of colonialism is shown reflected when Queen Victoria mentions “my Indian subjects... are happy under my rule.”**

## QUESTION 2

Explain one change in the relationship between India and Great Britain in the century after this quote.

**The people of India were granted freedom from British rule in 1947.**

## QUESTION 3

Using examples from the episode, evaluate the extent to which the princely states supported the process of empire building in British India.

**If arguing that the princely states supported the process of empire building, point out that they helped administer taxes for the British Raj, quell rebellions, and participated in the Delhi Durbars.**

**If disagreeing, share examples of how Sayaji Rao spoke up against the British empire and may have purposely resisted during the 1911 Durbar.**

## QUESTION 4

How does this story of the Durbar incident affect our understanding of colonialism?

**Help students expand on the examples from the episode to larger scale thinking. Suggested topics for discussion:**

- **Fragility of colonialism**
- **Unexpected connections to present-day**
- **Purpose and importance of ceremony and rituals**
- **Role of alliances**
- **Methods of rebellion, including subversive acts and protests**

# EXTENSION OPPORTUNITY (1/2)

## INSTRUCTIONS

Using the two sources provided, write a supporting or opposing argument for the following statement:

**"...if the elite and the Viceroy of India at the time were this worked up about a single strand of pearls - perhaps those in the inner circle saw the British Raj as a much more fragile project."**

### The New York Times

WEDNESDAY, DECEMBER 13, 1911

It is no secret that India is full of discontent, as it has been since the days of John Company. But the people are fond of pageantry and probably most of them believe in the divine right of Kings. All accounts agree that yesterday's ceremony was of surpassing magnificence. India has welcomed its foreign ruler and knelt at his feet. But much more is expected of him than gracious smiles and gentle words. Much of recent Indian legislation has increased the discontent. Taxation is too heavy. Many minor reforms are looked for. The Emperor's long journey and personal participation in the Durbar will fall in its effect if it does not result in at least some temporary allaying of the vast empire's chronic unrest.

## SOURCE ONE

New York Times article ["The Durbar,"](#) Dec. 13, 1911

The included paragraph describes India's discontent under the rule of the British Raj.

## SOURCE TWO

Julie Codell's essay ["On the Delhi Coronation Durbars, 1877, 1903, 1911."](#)

This selection elaborates on the rituals that the British used during the Durbars to symbolize subordination and the significance of relationship building with the maharajas for the British Raj.



# EXTENSION OPPORTUNITY (2/2)

## SOURCE TWO KEY PARAGRAPHS

In the late 1850s, the British held many durbars, inventing titles and bestowing gifts, monetary rewards and land in return for allegiance during the Uprising. The British, however, appropriated the durbar as a ritual of subordination. Instead of exchanging robes as signs of reciprocity and shared authority, Indian princes became subjects of Britain, which granted them the pin of the Order of the Star of India created in 1861 and a silk-lined blue robe with a decorative chain of alternating lotus and palm fronds and pendant of the queen (the wearing of which was anathema to Muslims). These items, to be returned when the wearer died (unlike traditional durbar gifts, which were handed down to descendents), indicated both feudal subjugation and favored colonial status under Britain. After the Uprising, when the British government took over administration of India from the East India Company, even Indian princes of so-called independent "Native States," which were not directly under British rule but were loyal to the Raj, also became subjects of the Crown. The British devised elaborate protocols and codes of conduct, including the mandate that maharajas wear finery to durbars and other prescribed occasions as signs of respect, fealty, loyalty and submission. Maharajas' clothes and jewels, traditionally worn at durbars, shifted from symbolizing their authority to marking their subjugation as spoils of conquest, a change about which they complained.

The durbars were initiated in hopes of securing the loyalty of Native State maharajas and professionals in 1877 and 1903, and of the Indian public by 1911. The colonial administration believed its governance depended on the maharajas who, as Salisbury wrote Disraeli, were "the only ones over whom we can hope to establish any useful influence." But lavish durbars thinly disguised the sword on which the Raj relied, while also revealing the Raj's vulnerability balanced upon the goodwill of maharajas humiliated and subjugated by the Raj. Military reviews, marches of 1857 veterans and the review of Curzon's short-lived Cadet Corps for Indian nobles, all foregrounded the military force girding the Raj. In 1911, King George reviewed a parade of 50,000 British and Indian troops that stretched for four miles.

# TEACHER'S GUIDE: JIGSAW LESSON (1/2)

## MATERIALS

- Podcast Episode "[The Durbar Incident](#)" and [episode transcript](#)
- Source 1: NYT Durbar article
- Source 2: Julie Codell's essay
- Technology for students to listen to podcast and read the sources
- FOR TEACHER: source excerpts (pages 7 & 8) to help you more easily prepare.

## OBJECTIVES

- I can cite specific textual evidence to support analysis of primary and secondary sources.
- I can proficiently read and comprehend history/social studies texts in the grades 9-10 text complexity band
- I can compare the point of view of two authors.

## OVERVIEW

Lead your class through an inquiry-based jigsaw lesson after listening to the podcast. Students will read resources individually and then work in groups to answer the guiding question:

*Using the podcast episode and the two provided sources, write an evidence-based argument about the significance of the Durbar Incident.*

## SUGGESTED USE

- **(35 mins)** Direct students to listen to the podcast episode, either individually or as a class. (This can also be assigned as homework the class prior).
- **(2 mins)** Share the links to the two resources and split your class in half.
- **(5 mins)** Assign one group to read resource 1 and the other group to read resource 2. Reading can be done individually or as a group.
- **(10-15 mins)** Assign two students from each group into a new team of four. Direct each team to answer the guiding question.

# THANK YOU!

Thank you for supporting Kahaani!

By using our podcast in your classroom, you are helping widen the historical narrative.

If you have any questions, comments or concerns, reach out to Kahaani's Curriculum Design Team at [\*\*education@kahaani.io\*\*](mailto:education@kahaani.io)

## CAN'T GET ENOUGH? WANT MORE?

- Get an **annotated transcript** of the episode at [kahaani.io/durbar-incident](https://kahaani.io/durbar-incident)
- Supplement your lessons with **diverse primary sources** from [kahaani.io/library](https://kahaani.io/library)
- Follow us on **Instagram** for history memes and short stories [@instagram.com/kahaani.io](https://www.instagram.com/kahaani.io)
- Sign up for our newsletters on our **website** at [kahaani.io/](https://kahaani.io/)