



MISREPRESENTED PODCAST
EPISODE 2

THE MYTH OF THE PINK CITY

TEACHER'S GUIDE

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PREPARED BY
KAHAANI
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 2 is about how false stories enter the historical narrative. Thematically, the episode spans

- The Mughal Empire
- The British Raj
- Independent India

The podcast can be accessed [here](#) as well as on platforms such as Spotify and Apple Podcasts

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

HOW WILL THIS HELP MY STUDENTS?

- Covers political and government changes in South Asia over the past 500 years
- Explains how global trends affect regional politics
- Expands thinking about indigenous responses to colonialism

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 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 Myth of the Pink City." 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 Myth of the Pink City," 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 Myth of the Pink City](#)."
- 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. (D) a powerful person
2. (A) I and II
3. (B) secondary source
4. (B) II and III
- 5.(B) During this movement, the Jaipur Maharaja, of his own accord, provided refuge for all of the ranked British officials.
- 6.(A) Earlier events caused later ones to occur.

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 and why various land-based empires developed and expanded from 1450 to 1750
- Explain how rulers used a variety of methods to legitimize and consolidate their power in land-based empires from 1450 to 1750
- Compare and contrast land based empires with colonial empires

MATERIALS

- Podcast episode "[The Myth of the Pink City](#)"
- Discussion questions (see page 5)
- Discussion guide for teachers (see pages 6-7)

OVERVIEW

Use these questions after students listen to "The Myth of the Pink City" to enrich their understanding of history objectives.

The questions are accompanied by "prompts" for teachers, enabling you to more easily prepare.

SUGGESTED USE

- **(25 mins)** Direct students to listen to "The Myth of the Pink City," 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.

DISCUSSION QUESTIONS

QUESTION 1

A) Summarize the episode's thesis for how the Jaipur dynasty maintained power for so long.

B) Explain how the dynasty used myths to legitimize and consolidate power.

QUESTION 2

Explain how the role of the Jaipur dynasty changed over time. What inferences can be made about other regional kingdoms in South Asia?

QUESTION 3

Compare the British and Mughal strategies for obtaining, retaining, and exercising power.

QUESTION 4

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

DISCUSSION PROMPTS FOR TEACHERS (1/2)

QUESTION 1

A) Summarize the episode's thesis for how the Jaipur dynasty maintained power for so long.

The dynasty used myth making and strategic diplomacy to gain, consolidate, and maintain power throughout the centuries.

B) Explain how the dynasty used myths to legitimize and consolidate power.

Myths include

- the Rajput lineage
- the origin of Jaipur's color scheme
- a longstanding dedication to Indian independence.

QUESTION 2

Explain how the role of the Jaipur dynasty changed over time. What inferences can be made about other regional kingdoms in South Asia?

Jaipur started as a small, local kingdom. Then Jaipur played an integral role in growing and maintaining the Mughal empire. Afterwards, they played a supporting role in the British Raj. Later after independence, they lost governing power due to India's democracy. Now they play a role as individuals in India's legislative system and maintain soft power through art and tourism.

DISCUSSION PROMPTS FOR TEACHERS (2/2)

QUESTION 3

Compare the British and Mughal strategies for obtaining, retaining, and exercising power.

- **The Mughals first obtained their power over South Asia using military means. On the other hand, the British used economic means to first gain power.**
- **The Mughal and British empires both relied on alliances to retain their power. However, the Mughals used marriage to build their alliances, whereas the British built military and trade alliances.**
- **The Mughals were more of a land-based power. This is because they didn't send money home since they made South Asia their new home. On the other hand, the British sent money and resources home which drained South Asia of its resources; therefore they employed colonial rule.**

QUESTION 4

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

Help students expand on the Jaipur examples to larger scale thinking of colonialism as a whole. Possible points of discussion:

- **The British didn't conquer Jaipur through military means**
- **Aligning themselves with the British gave Jaipur a strategic advantage**
- **The Jaipur dynasty lost power after India gained independence**

TEACHER'S GUIDE: JIGSAW LESSON

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.

MATERIALS

- [Podcast Episode](#) and [annotated transcript](#)
- Source 1: [New York Times article](#)
- Source 2: Excerpts from "A History of Jaipur" (page 9)
- Technology for students to listen to podcast and read the sources

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 additional sources, critique Kahaani's interpretation for how the Jaipur dynasty maintained power for so long.

DIRECTIONS

- **(25 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 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.

SOURCE TWO EXCERPT A

A HISTORY OF JAIPUR

Sarkar, Jadunath. A History of Jaipur: C. 1503-1938. Orient Longman, 1994.
View [full book here](#)

Jai Singh Plans A Local Hegemony For Peace In Rajputana

Such local hegemony for the good of Rajputana and the holy land of Braja became the aim of Sawai Jai Singh, after he had scanned the political horizon of North India for many years. He was incomparably the highest Hindu vassal of the Crown and, after the retirement of Nizam-ul-mulk, its **most powerful** general. He had long been the medium¹ through whom all the petitions of the Rajput States had to be submitted to the Emperor and royal orders communicated to them, and the Emperor had assured him in writing that he would do nothing concerning those countries except at Jai Singh's recommendation. Many letters from the rulers of Jodhpur, Bundi, Kota and even Mewar are extant in which Sawai Jai Singh is appealed to as their protector and mediator.

In carrying out this plan Jai Singh wisely left the Maharana untouched, because the latter had isolated himself for a century and maintained only the barest connection with the Court of Delhi and the world outside. Jodhpur and Bundi were neutralized by being held by two of his sons-in-law, and he had no territorial ambition westward of the Sambhar Lake at the expense of the Rathors. His policy, in the ultimate analysis, was reduced to the formation of a compact dominion from the Sambhar lake to the Jamuna at Agra and Mathura in the east and if feasible to the Narmada in the south. It would include the *subahs* of Agra and Malwa and the lesser Rajput States that lay on the route from Jaipur to Malwa. He sought also to give political unity to the Dhundher country by acquiring through formal Imperial rescripts, sometimes in return for services, at others for money payments, possession of many small units of territory (*parganas*) hitherto held by others directly under the Emperor, which diversified and puzzled the political map of that region. The territories gained and fully annexed to his own kingdom under this last category will be described in detail in another chapter.

SOURCE TWO EXCERPT B

A HISTORY OF JAIPUR

Sarkar, Jadunath. A History of Jaipur: C. 1503-1938. Orient Longman, 1994.
[View full book here](#)

Jai Singh Praised By The Bundi Poet

An estimate of Jai Singh's character and achievements given by the Court-poet of his mortal enemy, the house of Bundi, cannot be said to err on the side of flattery. It is therefore translated below:

In cleverness, in statesmanship, in counsel the *Kurm* (i.e., Kachhwa Rajah) was foremost, and all the Hindu and Muslim nobles were below him. The lord of Delhi did everything as the Kachhwa told him...

Jai Singh, the upholder of religion, performed the Vedic rites, mastered the scriptures (*smṛiti*), assembled the *brahmans*, followed the rules of the *Dharma Shastras* and thus unfolded the path for the good of the four castes and the four stages of

ordered life (*ashram*). Having studied the 14 branches of knowledge, he mastered the rules of moral conduct (*niti shastra*), and set himself to learn the 54 arts (*kala*). Strong in the strength of all the seven departments (*amsha*) of his kingdom, he kept down his peers among the Rajahs. The kings of Aryavarta used to look up to his face, the Delhi ministers could not reach the speed of his wisdom. The Emperor used to regard the Glory of Amber as his **strongest** supporter, despising all other Rajahs.

He performed the fire sacrifice (*agni-hotra*) yajna daily; he alone performed the Horse Sacrifice; he adored God through the suppression of sin. The son of Vishnu Singh became manifest to all as the Sun reigning alone in the sky at day. Protected by the God Vishnu, Jai Singh went forth to the lord of Delhi, and through the blessings of the *brahmans*, by his policy aimed at spiritual and material prosperity, he ruled like King Bhoja of yore. (*Vamsha Bhaskar*, IV, 3089-3102. The poet here rose to the sublime of Sanskrit versification, the vernacular tongue being deemed unworthy of such a lofty theme.)

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/pink-city
- Supplement your lessons with **diverse primary sources** from 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