

## CASE STUDY - TOMB

### Name of Resource:

Photograph of tomb of Rajah Rammohun Roy

### Description:

This grade two listed 'chattri' (funeral monument and grave) is an ornate memorial to 'the founder of modern India'. Made of Bath stone and standing on a large square platform, it houses the body of this important Indian ambassador, political and educational advisor and campaigner, who died of meningitis in 1833 on a visit to Bristol. He campaigned for women's rights in India, edited and printed newspapers and fought the Indian government to keep the freedom of the press. He became a wealthy man, but used much of his wealth to support social or religious causes. The tomb was designed by William Princep and replaced the Rajah's original burial place in the grounds of Beech House, Stapleton.

### Location of resource:

Photograph on Architecture Centre website, tomb located in Arnos Vale cemetery, Brislington, Bristol

### Outcome of lesson:

Children will produce art work, thoughtful literacy and citizenship work inspired by the life and burial of an inspirational character from history.

### Learning objective:

- Investigate and discuss the value/importance of funeral memorials
- Develop history research skills
- Develop skills of empathy and improve speaking and listening
- Develop history investigation skills

### Key vocabulary:

Chattri – funeral monument and grave

### Suggested support materials:

- Information sheets on the Rajah Rammohun Roy and his tombstone, available from the Friends of Arnos Vale Cemetery.
- Access to the internet/history books/CD-ROMs to research boats/travel in the 1880's – try the National Maritime Museum [www.nmm.ac.uk/collections/explore/index.cfm/category/art](http://www.nmm.ac.uk/collections/explore/index.cfm/category/art) and search in the pictures from the 19<sup>th</sup> century.
- Visit [www.rammohunmemorial-india.org](http://www.rammohunmemorial-india.org) or [www.favc.freeseve.co.uk](http://www.favc.freeseve.co.uk) for more background information on the Rajah.

**Class management:** Organise the class into three groups, to do the three different activities. Then each group can rotate, participating in all three activities. Alternatively the activities could be expanded to create three separate lessons.

**Preparation:** Discuss the ideas of burial and tombstones with the children. Why do we have them? What purpose do they serve? What do the children feel about them?

**Introduction** (with key questions)

To engage the interest of the pupils, ask them several short questions about the photograph of the tomb:

- What do you think it feels like to touch?
- Is it damaged or well preserved?
- What type of person do you think is buried in this tomb?
- What craftsmen do they think were involved in the making of the tomb? Do they think it was expensive to build? Do they think it was easy to build? Why?
- Do they like the design of the tomb? Why?

**Activity**

The design of the tomb represents temples from Rammohun's homeland of India. Get the children to identify a hero – someone they admire and who has done some special things in their lifetime. Get them to design a tomb for their hero. The style of it must reflect something about that person e.g.: their character, job, special achievements.

This art linked activity could be extended by getting the children to make models of their designs.

**Activity**

Rajah Rammohun Roy was a very good man who campaigned in India, for poor children to be able to go to school and to make schools better places for children to learn.

Get the pupils to imagine that they are a headmaster opening a new school. Can they come up with ten ways to make sure it is a happy place, where children are able to learn successfully?

These rules could be discussed in a PSHE/Citizenship lesson and related to classroom/school rules. They could be illustrated and used to create a display.

**Activity**

Rajah Rammohun Roy travelled to Britain by boat in 1881, on a journey that took 5 months. He brought with him his son, a cook, a gardener and two cows! Get the children to use a range of history books, the internet and CD-ROMs to investigate what a journey on a ship from this time would be like. Using this information get them to write a diary entry for the Rajah or one of his servants, during their time aboard the ship on their long journey around the cape. Get them to consider what the conditions would have been like, how they pass the time on board ship and how they felt about their journey to a new and unfamiliar country.

This activity could be used to deliver the Literacy curriculum.

**Plenary:**

At the end of the session(s) get each group to present their drawings/rules/diary extract and give them an opportunity to discuss their responses to other peoples' ideas. All three activities could be used to form a display within the classroom.