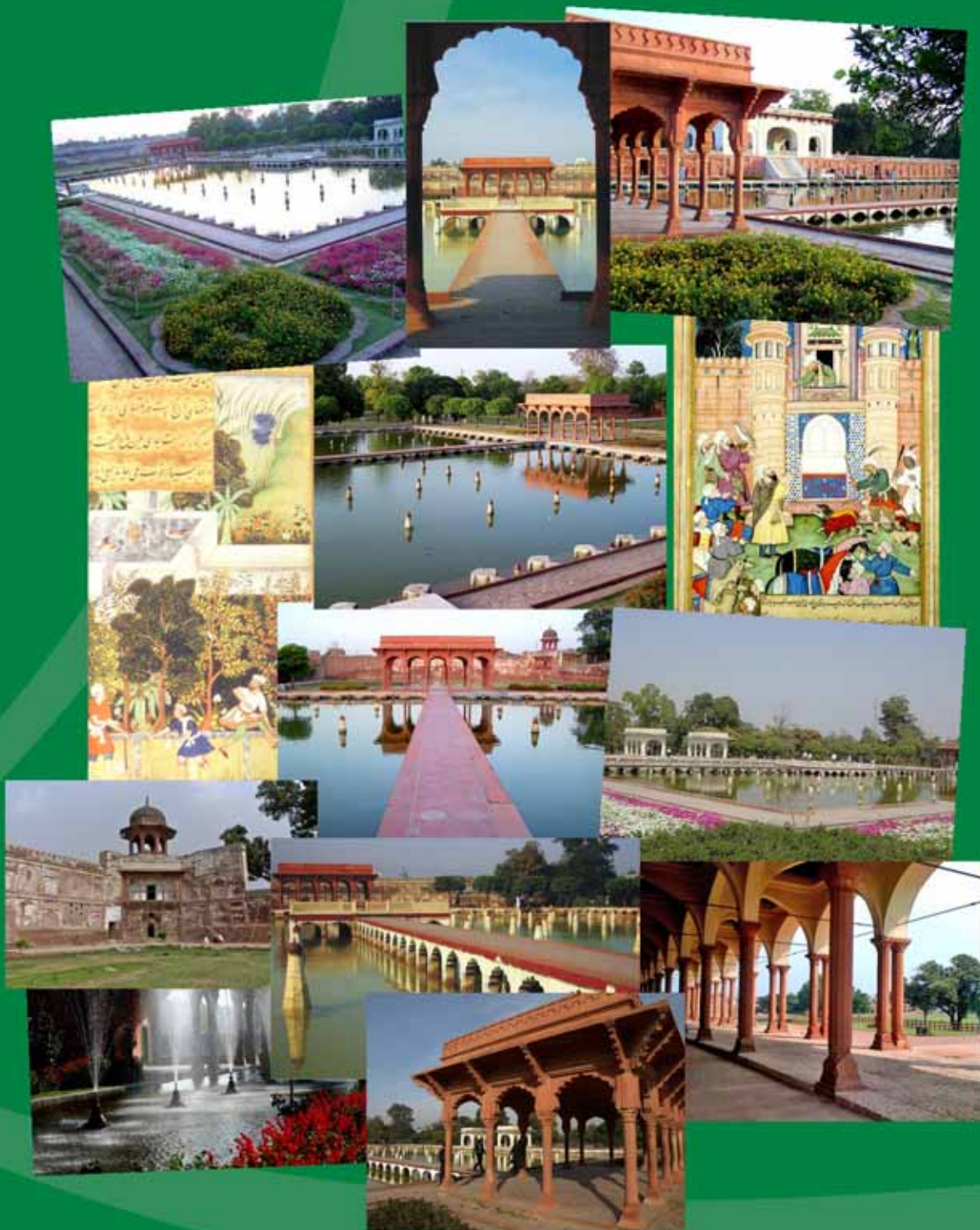


PROJECT SHALAMAR



To understand universal values there is an urgent need to make young people aware of our diverse and outstanding heritage. This will enable us to truly identify with our cultural heritage and inspire us to preserve and conserve it. The provision of relevant educational material is the key to create awareness in youth.

Junaid Bin Masood
Student, Grammar School Rawalpindi



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TEACHERS RESOURCE KIT
HERITAGE IN YOUNG HANDS

PROJECT SHALAMAR

PROJECT OBJECTIVES

PROJECT SHALAMAR

When students complete the project they will be able to

- ✍ **Identify** project components and needs
- ✍ **Interview** community members or people outside the school if necessary
- ✍ **Locate** places where the project is needed (mapping skills).
- ✍ **Measure and Calculate** all math and numbers needed for project.
- ✍ **Assemble** required materials.
- ✍ **Design and Create** the project itself.
- ✍ **Apply** scientific method where required (graphic organizers).
- ✍ **Write** instructions, summaries, statements, findings, or creative writing
- ✍ **Read and Research** relevant background materials.
- ✍ **Use technologies** to research websites, make videos, tape recordings, or use computer programs.



LESSON OBJECTIVES

- Knowledge
- Skills
- Attitudes

Knowledge:

Identity:

- ☞ To help students develop knowledge and understanding of the philosophies and concepts behind Mughal gardens.

Tourism:

- ☞ To enable students to observe the features of heritage sites and understand why they need to be maintained.

Environment:

- ☞ To make students aware of the threats to biodiversity that exist in Shalamar Bagh.

Culture of Peace:

- ☞ To encourage students to look at the different lifestyles and philosophies of various cultures as depicted in their gardens.

Skills:

Identity:

- ☞ To allow students to develop the capacity to understand blueprints of sites.

Tourism:

- ☞ To enable students to develop skills to encourage tourism through effective management.

Environment:

- ☞ To help students to create solutions to maintain biodiversity in a park.

Culture of peace:

- ☞ To develop in students an appreciation of Mughal art and culture.

Attitudes:

Identity:

- ☞ To enable students to understand how philosophies can be reflected in plans of gardens.

Tourism:

- ☞ To develop in students the awareness that management of tourism sites requires planning.

Environment:

WEBSITES

SKILLS & REQUIRED MATERIALS

WEBSITES

- ✍ <http://www.education.unesco.org>
- ✍ <http://www.education.unesco.org/educprog/asp/>
- ✍ <http://www.unesco.org/whc/>
- ✍ <http://www.unesco.org/whc/heritage.htm>
- ✍ <http://www.icom.org>
- ✍ <http://www.icomos.org>
- ✍ <http://www.cr.nps.gov/ncptt/irg/>
- ✍ <http://whc.unesco/culture.html>
- ✍ <http://www.un.org.pk/unesco/culture.html>
- ✍ <http://unescobkk.org/culture/>

Skills required to process and complete the project

- ✍ Require reading abilities of classes five, six, seven and eight.
- ✍ Writing abilities for the above grades for attempting the activities related to the project.
- ✍ Possess basic computer skills to conduct word processing and search the web.
- ✍ Mapping Skills.
- ✍ Ability to use Graphic Organizers.

Required Materials (in the Resource kit)

- ✍ Handouts: Given Handouts and Student Activity Sheets to be photocopied by the teacher before starting the class.
- ✍ Display Materials: These include maps, posters, post cards, CDs and pictures of Shalamar Bagh.
- ✍ Required Equipment/Technology: Preferably computers for students with internet connection to be made available in school for web searching and research.

Portfolio: Each student would prepare a portfolio to record all documentation (Handouts, Student Activity Sheets, any other material).



PREPARATION

ACTIVITY	INSTRUCTOR NOTES	Estimated Time
<p>1. Discuss: why study about Heritage?</p>	<ul style="list-style-type: none"> The teacher will generate a discussion on: why take an interest in world Heritage? Simultaneously, make a cluster of children's output. (Handout 1) This is the time to introduce the vocabulary related to Heritage given in Handout 2. 	<p>Takes an hour</p>
<p>2. Discuss the topic Project Shalamar Bagh.</p> <ul style="list-style-type: none"> Introductory Activity: KWHL Chart Student activity sheet # 1 	<ul style="list-style-type: none"> Introduce the project to your group. Display the posters and pictures of Shalamar Bagh to build the environment in the class. This is the time to introduce and discuss the main concepts behind your project. Establish prior knowledge of the subject with your group. The goal here is to make this project personally meaningful to the student. Ask the students if they have visited Shalamar Bagh. A great way to capture interest is to include a joke, fable or story about Shalamar Bagh. Many students begin to relate to the lesson ONLY when they are engaged in group discussion. 	<p>Takes an hour</p>

ACTIVITY	INSTRUCTOR NOTES	Estimated Time
<p>3. Discuss lesson rubric.</p>	<ul style="list-style-type: none"> Discuss the Collaboration Rubric (Handout 3) and let the students know what is expected and important in the lesson. Use the rubric to explain specific assessments. (Rubrics are performance-based assessment devices that judge progress on performance, not isolated knowledge about the topic.) 	<p>10 to 15 minutes</p>
<p>4. Prepare for your project.</p>	<ul style="list-style-type: none"> You may divide your class into groups at this point if necessary. Assist the students in thinking through their preparations. Remember, students learn by doing. When you find they are at an impasse, ask them "How can we accomplish this step? How can we get this done?" Allow the students to experience self direction and construct their place in community involvement. 	<p>20 minutes</p>



PRACTICE AND PROCESS

ACTIVITY	INSTRUCTOR NOTES	Estimated Time
1. Key concepts of an Islamic garden	<ol style="list-style-type: none">1. Read resource notes on Shalamar Bagh carefully, focusing on the three concepts which are the basis of an Islamic garden, i.e. harvest, delight and memory.2 Teacher must ensure to convey to students the significance of the concepts of Islamic gardens. Teacher should conduct a brainstorming session with students by asking the following questions and making a list of responses on the chalkboard:<ul style="list-style-type: none">- Harvest:<ul style="list-style-type: none">▪ What kinds of things does Mother Earth give us?- Delight:<ul style="list-style-type: none">▪ What things in nature give you happiness?- Memory:<ul style="list-style-type: none">▪ List some of the things in nature that have left a lasting impression on you.3. Divide the class into three groups4. Each group should be given one concept each, i.e. harvest, delight or memory.5. Each group should bring pictures of things mentioned in the brainstorming lists of each group.	

ACTIVITY	INSTRUCTOR NOTES	Estimated Time
	<p>6. These pictures may be exhibited by each group respectively on boxboard sheets and displayed in the classroom.</p>	
<p>2. Layout of Shalamar Bagh</p> <ul style="list-style-type: none"> • Resource notes: Layout of Shalamar Bagh • Resource notes: 'A vision of heaven on earth' • Blue print of Shalamar Bagh: Student Activity Sheet # 2 	<p>1. Read out resource notes 'A vision of heaven on earth' given with this activity after giving a photocopy to each student.</p> <p>1. Make photocopies of the blueprint of Shalamar Bagh for each student.</p> <p>2. Guide students to carefully read the features of the architectural plan of Shalamar Bagh from the resource notes 'A vision of heaven on earth'.</p> <p>3. Starting from the Lower Terrace, the students should label the features of the Shalamar Bagh on the blueprint by consulting the resource notes and matching the numbers given in them to the numbers on the sketch. They should write the names of the features on the sketch.</p> <p>4. Students will design parks based on Mughal gardens of the past.</p>	
<p>3. Tourism Management Plan of Shalamar Bagh</p> <ul style="list-style-type: none"> • Student Activity Sheets # 3-A, 3-B, 3-C, 3-D and 3-E 	<p>1. Divide class into five groups.</p> <p>2. Make photocopies of Student Activity Sheets # 3-A, 3-B, 3-C, 3-D and 3-E and give one of them to each group.</p> <p>3. Groups should complete the activity given on each activity sheet.</p> <p>4. All resource notes should be thoroughly read by all students.</p>	

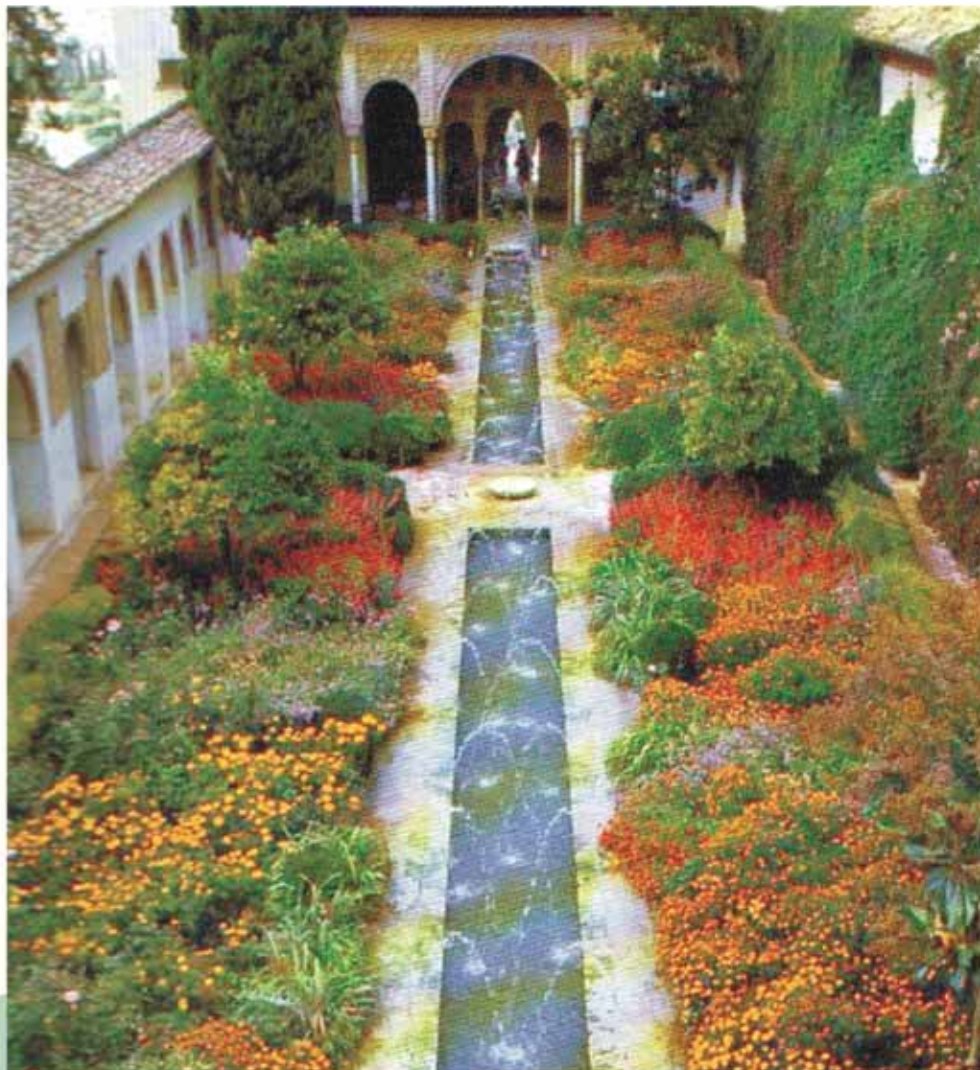
ACTIVITY	INSTRUCTOR NOTES	Estimated Time
<p>4. Threats and solutions</p> <ul style="list-style-type: none"> • Resource notes: Biodiversity in Shalamar Bagh • Presentation on Protecting Biodiversity - Student Activity Sheet # 4 	<ol style="list-style-type: none"> 1. The class will conduct a presentation for the whole school at morning assembly, preparing it according to the guidelines given below. 2. Divide the class into four groups, giving each group one of the topics listed below which they will be presenting: <ul style="list-style-type: none"> - Group 1: Air pollution - Group 2: Noise pollution - Group 3: Water pollution - Group 4: Land pollution 3. Make photocopies of resource notes on biodiversity in Shalamar Bagh for each group. 4. Make photocopies of Presentation on Biodiversity for each group. 5. Make photocopies of Student Activity Sheet # 4 for each group. 6. Guide each group to discuss their topic with reference to biodiversity in Shalamar Bagh and find out more facts on the pollution problem assigned to them. They should use the internet, books, encyclopedias, newspapers and discuss the issue with parents, teachers, other students, brothers and sisters. 7. By using the answers they have given on Student Activity Sheet # 4, they should prepare a soft-board with illustrations and information to use in their presentation. 	



ACTIVITY	INSTRUCTOR NOTES	Estimated Time
<p>5. Parks: Places for peace and tranquility</p> <ul style="list-style-type: none">• Student Activity Sheet # 5• Student Activity Sheet # 6• Sketch of a local park	<ol style="list-style-type: none">1. Teacher should refer to the resource notes on Shalamar Bagh in order to help students understand what the function of a park should be (to provide a place for reflection and for acquiring peace and tranquility).2. Explain to students what purpose the features of a park should serve (a place that takes you away from the chaos, confusion and noise of everyday life).3. Divide class into groups.4. Make photocopies of Student Activity Sheet # 5 for each group.5. Make photocopies of the sketch of a local park given and Student Activity Sheet # 6 for each group.6. Groups should closely observe the features of a local park on the sketch given.7. Each group should complete Student Activity Sheet # 6.	

ACTIVITY	INSTRUCTOR NOTES	Estimated Time
<p>6. Story telling based on Mughal miniature painting</p> <ul style="list-style-type: none"> Mughal miniature paintings # 1, 2, 3 and 4 	<ol style="list-style-type: none"> Divide the class into 4 groups. Give each group one of the pictures of Mughal miniature art. Ask students to observe the paintings in their groups. In order to arouse interest and curiosity to prepare the ground for a story telling activity, teacher should ask students the following questions which they can quietly discuss in their own groups: <ol style="list-style-type: none"> What is happening in the picture? Describe the building or structures in the painting. What are the colours used for these by the artist? Describe the clothes worn by the people in the painting. What do you see in the background of the painting? What do you see in the foreground of the painting? What are the other features present in the painting? Teacher should tell the students to imagine that the scene in the painting is taking place in one of the pavilions of the Shalamar Bagh. Each group should now create a story based on their miniature painting. 	

ACTIVITY	INSTRUCTOR NOTES	Estimated Time
<p>7. Gardens of different cultures</p> <ul style="list-style-type: none"> • Student Activity Sheets # 7, 8 and 9 	<ol style="list-style-type: none"> 1. Divide class into 3 groups. 2. Provide each group with coloured pictures of <ol style="list-style-type: none"> a. a European garden b. an Islamic garden c. a Japanese garden 3. Make photocopies of Student Activity Sheets # 7, 8 and 9 for each group. 4. Ask members of each group to closely observe each picture and answer the questions based on it on the activity sheet. 	



PERFORMANCE



ACTIVITY	INSTRUCTOR NOTES	Estimated Time
1. Review the steps needed to complete the project.	Have the students organize all their material into a final format.	As needed
2. Submit final project for review, edits, and changes. Make changes to project as needed.	Teachers help students to prepare a showcase for presenting their projects.	As needed
3. Showcasing: Present the completed project to class and school.	A display of students' work and pictures of students during activities conducted during the project.	As needed
4. Review Lesson rubric. Do self assessment.	Teacher helps students fill collaboration Rubric / lesson rubric	As needed

Project Assessment Strategy



Evaluation and Reflection

The Fishbowl Method

- ≠ Arrange students in a large circle.
- ≠ Place a smaller circle of five to seven chairs in the center of the larger circle.
- ≠ Have selected students sit in the inside circle. Keep one chair vacant.
- ≠ Students in the inner circle discuss the outcomes of the project. The audience in the outer circle listens. The vacant chair is for any member of the audience who wants to join the discussion to add a comment or ask a question. Once the comment has been made or the question asked, the participant returns to the audience so that another member of the audience may join the inner circle.

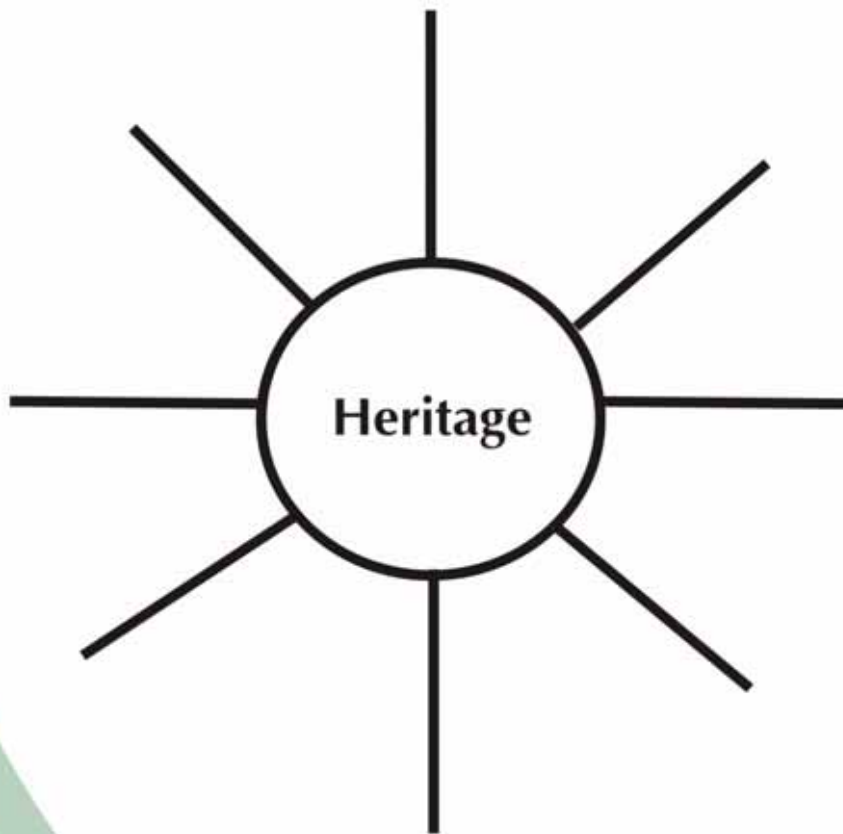
HANDOUT 1



BRAINSTORMING

Why should we take interest in Heritage?

Brainstorm with students about what they think heritage means. Draw the image given below on the chalkboard and write out responses given by students at the end of the lines.



Questions you may ask students to reinforce their perception of heritage:

1. Do you own something that you value and which you have had for a long time?
2. How do you look after it?
3. If it were broken or spoiled, how would you feel about it?
4. Are there things in your home that might have been passed down from your grandparents to your parents?
5. Does the family look after these things?
6. Does your family have value for these things?

NOTE:

Do you know that all things that belong to you and that you value are a part of your heritage that can be passed down to others?


HANDOUT 2

HERITAGE

VOCABULARY



Serial No.	Words	Meaning
1.	Abundance	A very large amount, in plenty
2.	Astonished	Very surprised
3.	Apt	Suitable
4.	Biodiversity	Biological diversity refers to the variety of life forms: the different plants, animals and micro – organisms, the genes they contain, and the ecosystems they form
5.	Blistering	Extreme, great
6.	Cascade	Waterfall
7.	Cherish	To love and want to protect
8.	Cultural roots	Origin or connection to one's culture
9.	Environmental degradation	Environment becoming worse in quality due to pollution factor
10.	Dispel	To make something go away
11.	Divine	Something from God
12.	Elegant	Graceful and attractive in appearance
13.	Everlasting	Continuing or lasting forever
14.	Glory	Fame and honour won by great achievements
15.	Grandeur	The quality of being great in appearance
16.	Hydraulics	A system of water, etc. moved through pipes
17.	Landmark	An object or place that is easily seen or recognized from a distance or is well known
18.	Masterpiece	Somebody's greatest work; a task done with great skill; a piece of work that reflects greatness
19.	Noble	Having a high social rank specially from birth
20.	Opulent	Made or decorated in an expensive style
21.	Peak	The point of highest achievement



22.	Potent	Having a great power or force
23.	Reflection	Long, deep and careful consideration or thinking
24.	Refuge	Shelter or protection from trouble or danger
25.	Sensory	Referring to physical senses
26.	Tangible	Clear, definite, real, can be touched
27.	Texture	The way a surface looks or feels to the touch
28.	Tranquility	An atmosphere of peace and quiet
29.	Vision	An image that comes across the mind's eye; a sight of unusual beauty
30.	Vista	Beautiful view of natural scenery
31.	Water channels	A passage along which water may flow, a course made for water to flow



SHALAMAR BAGH RESOURCE MATERIAL

Shalamar Bagh is one of the most unique and elegantly laid out gardens in the world. It was built by none other than Mughal Emperor Shah Jahan, who was well known for his great genius in building and planning. His first masterpiece, the Taj Mahal, was built to the memory of his beloved wife, Mumtaz Mahal.



Shalamar Bagh was inscribed on UNESCO's World Heritage list in 1981, and is located near Baghbanpura along the Grand Trunk Road some 5 kilometers northeast of the main Lahore city.

As described in historical texts, the garden was built on the model of Shalamar Bagh in Kashmir and its design is based on the Persian style of gardens. Ali Mardan Khan, the Governor of Punjab, was responsible for its construction.

It was built in, what was then, the suburbs or outskirts of the city, in the short period of one year (1641 – 1642 AD). It is believed to be a landmark in the history of Mughal garden design and one of the most elegant achievements of Mughal culture at its peak.

The gardens have been laid out from south to north in three descending terraces; each one is elevated by 4 or 5 meters above the other. The upper and lower terraces are square and of equal size and the middle one is rectangular and smaller than the upper and lower terraces.

For the purpose of irrigation, a canal named Shah Nahar (Royal Canal) was brought from Rajpot



which is 161 kilometers away. It is a striking example of Mughal hydraulics design and engineering. Water entered the garden from the canal to the south of the site and first flowed into the central channels of the upper terrace. It then ran down through all the channels of the terrace working all of the 410 decorative fountains. It flowed northwards under the Aiwan Pavilion and then fell dramatically downwards over a marble cascade, also known as the 'chadar' (or shawl) because of the intricate designs on it. When water flowed over it, due to carvings in the marble, it made different sounds which were almost musical. This water fell into the central tank of the middle terrace, cooling the surrounding area and providing relief to visitors in the blistering heat of Lahore.

Shalamar Bagh is important on many levels: it is one of the few intact Mughal gardens that are still maintained in the sub-continent and is a classic form of garden which is elegant and a visually enchanting representation of Mughal lifestyle.



The garden was planned according to the traditional "chahar bagh" geometric plan of space, water and plantation. The Quranic idea of Paradise which forms the basis of Islamic gardens, is appropriately expressed in the Shalamar Bagh through a language of colour, sound, scent and flow and vista to create a vision of heaven on earth.

The three most important concepts that the creation of Shalamar Bagh is based on are:

i) harvest, ii) delight and iii) memory, as discussed below.

i) The concept of harvest is seen in the abundant plantation of fruit trees and orchards. This theme is connected powerfully with a people who had come to this area from the desert steppes of Central Asia and for whom irrigation and agriculture were indeed a divine wonder.

ii) Delight or pleasure was closely associated with shade and coolness provided by trees in the Bagh which provided respite from the harsh sun of the Punjab plains. Everlasting respite from heat and work was also a central promise of



the Quran and it was continually reinforced in the design of the garden. The aesthetically appealing images, sounds, smells and textures of the garden also provided a unique sensory experience to its royal visitors.

iii) "Memory is a way of holding on to the things you love, the things you are, the things you never want to lose". In the context of Shalimar Bagh it may also mean pleasant memories of plentiful harvests and delights in times to come.

Shalimar literally means "House of Joy", and in the passing centuries it has remained a charming garden, still retaining its atmosphere of peace and joy. Today, the concept of memory can be looked at in a different way. Shalimar connects modern city dwellers to their cultural roots. Because of the abundance of water, trees, marble and grass it is just as important a refuge in a modern city as it was in Mughal times and the garden's spell is as powerful as when it moved royal princesses to tears and poetry.



INTRODUCTORY ACTIVITY



KWHL

OBJECTIVES:-

- ✦ to enable students to become prepared to begin Project Shalamar Bagh
- ✦ to arouse the interest of students and find out what they already know about Shalamar Bagh
- ✦ to encourage students to contribute their ideas on the topic
- ✦ to enable students to reflect on what they want to know further
- ✦ to enable students to explore ideas as to how they will gather information on Shalamar Bagh
- ✦ to allow students to become aware at the end of the project as to what they have learnt.

✦ The KWHL (i.e. what I know, what I want to know, how I will find information and what I learned) teaching methodology would be utilized.

✦ Draw students' attention to the poster materials displayed on the walls and encourage them to look at the brochures and view cards you have distributed.

✦ Make photocopies of Student Activity Sheet # 1 for each student of the class.

✦ After preparation, ask students to fill in the first three columns, and at the end of the project, they may complete the activity sheet by filling out the fourth column.

INSTRUCTIONS FOR TEACHERS:

- ✦ Using the Pakistan Tourism Development Corporation posters, brochures and view cards of Shalamar Bagh in the Resource Kit, prepare students for the Heritage Education Project they will be involved in.





Shalamar Bagh is one of the most unique and elegantly laid out gardens in the world. It was built by none other than Mughal Emperor Shah Jahan, who was well known for his great genius in building and planning. His first masterpiece, the Taj Mahal, was built to the memory of his beloved wife, Mumtaz Mahal.

IDENTITY

Our Heritage lives within us and our generation will pass it on to the future generation for their enrichment.

ACTIVITY

Key concepts of an Islamic garden

OBJECTIVES:

- ≪ To enable students to appreciate the philosophy behind Mughal Gardens
- ≪ To enable students to become aware of the key concepts which are the basis of Mughal Gardens
- ≪ To help students develop the capacity to reflect and contemplate and thereby create peace and tranquility within themselves.

INSTRUCTIONS FOR TEACHERS:

1. Read resource notes on Shalamar Bagh carefully, focusing on the three concepts which are the basis of an Islamic garden, i.e. harvest, delight and memory.
2. Teacher must ensure to convey to students the significance of the concepts vis-a-vis Islamic gardens. Teacher should conduct a brain-storming session with students by asking the following questions and making a list of responses on the chalkboard:
 - a. Earth:
What kinds of things does Mother Earth give us?
 - b. Delight:
What things in nature give you happiness?
 - c. Memory:
List some of the things in nature that have left a lasting impression on you.

3. Divide the class into three groups
4. Each group should be given one concept each, i.e. harvest, delight or memory.
5. Each group should draw or bring pictures of things related to the concept each group is given.
6. These pictures may be exhibited by each group respectively on boxboard sheets and displayed in the classroom.

ACTIVITY



Layout of Shalamar Bagh

INSTRUCTIONS FOR TEACHERS:

1. Make photocopies of resource notes: 'A vision of heaven on earth' for each student.
2. Read out resource notes: 'A vision of heaven on earth' for students.
3. Make photocopies of the blueprint of Shalamar Bagh for each student.
4. Guide students to carefully read the features of the architectural plan of Shalamar Bagh from the resource notes 'A vision of heaven on earth'.
5. Starting from the Lower Terrace, the students should label the features of the Shalamar Bagh on the blueprint by consulting the resource notes and matching the numbers given in them to the numbers on the sketch. They should write the names of the features on the sketch.

Resource Notes



'A vision of heaven on earth'

The Emperor Shah Jehan, who had the Shalamar Bagh laid out, visited the newly completed gardens in 1642 with guests from Persia and Turkey. The visitors were astonished to see the garden and were of the opinion that there was no garden on the face of the earth as beautiful as this. Shah Jehan himself felt great pleasure in observing the 'paradise – like terraces', gardens and beautiful pavilions which, he said, could compare with the heavens in grandeur. The garden is built on three terraces, each thirteen to fifteen feet above one another.

The lower terrace:

The garden is surrounded by a high wall (1) to cut it off from the chaos of the city. The original entrance (2) is at the lower terrace, through a decorative gateway that leads inside. This terrace was named Hayat Baksh, meaning giver of life. It is divided by water channels. The terrace is divided into four parts, with pathways (3) running alongside the water channels. Each of the four parts has a decorative water tank (4) in the centre. Each of the four parts is planted with flowers, bushes and trees.

The middle terrace:

This terrace is called Faiz Baksh. It consists of three parts. The first part is a large, central water tank. (5) with 152 fountains. The second part is a decorated central platform or 'mehtabi' (6). This is reached by little pathways running above the water. On each side of the water tank are garden spaces, divided by water channels and pathways into six plots (7) planted with roses. On the eastern side of the middle terrace is the Shahi Hammam (8) or Royal Bath. In the northern edge of the central water tank, there are two white marble pavilions called Sawan and Bhadun (9)

The upper terrace:

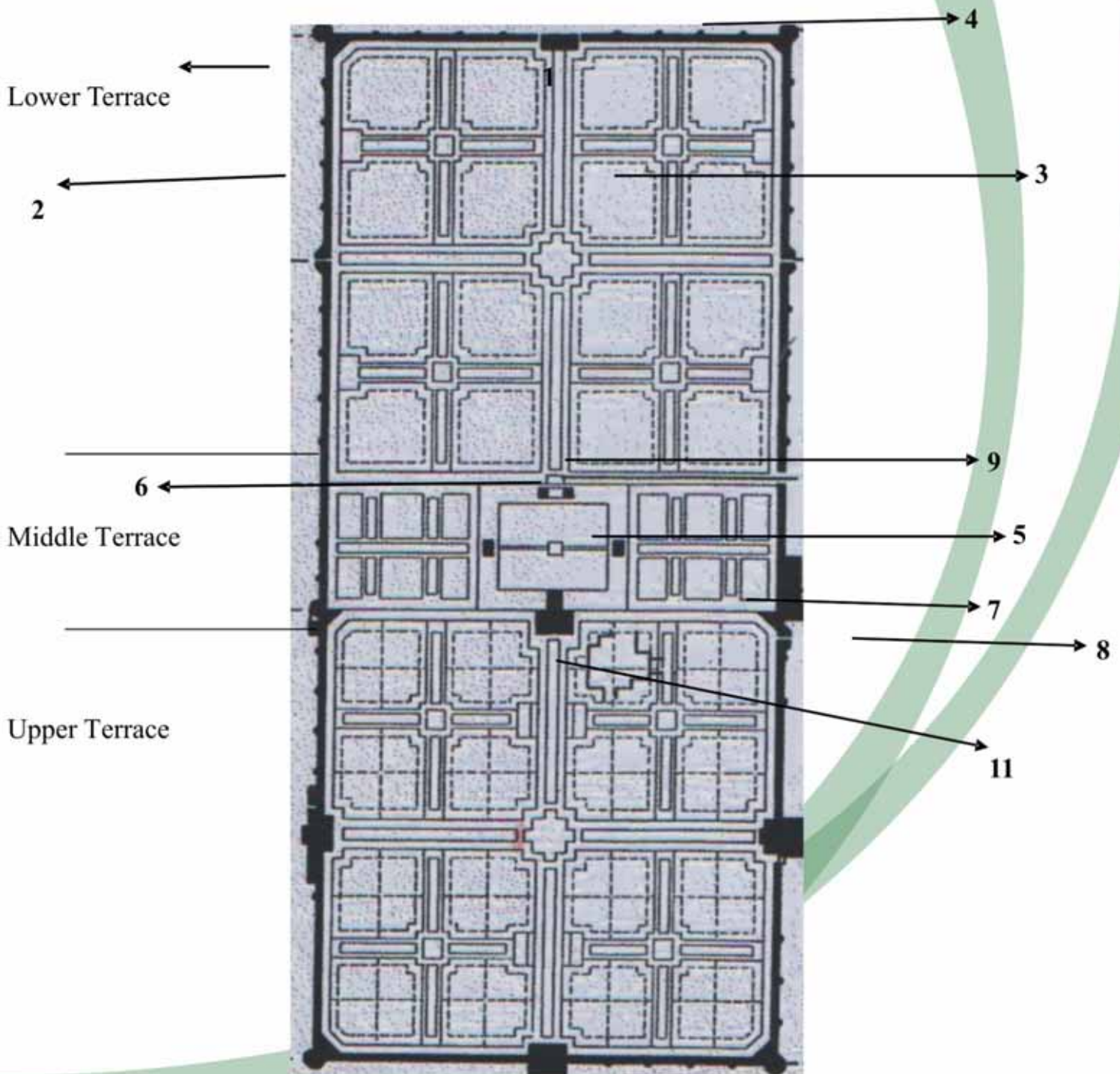
This terrace is called Farah Baksh and was meant only for royalty. At the south end of the gardens, the water entered from a canal and flowed into the central channel (10) of the upper terrace. The water flowed northwards under the Aiwan pavilion and fell downwards over a carved marble cascade (11) into the central water tank in the middle terrace.

STUDENT ACTIVITY

SHEET # 2



Blueprint of Shalamar Bagh



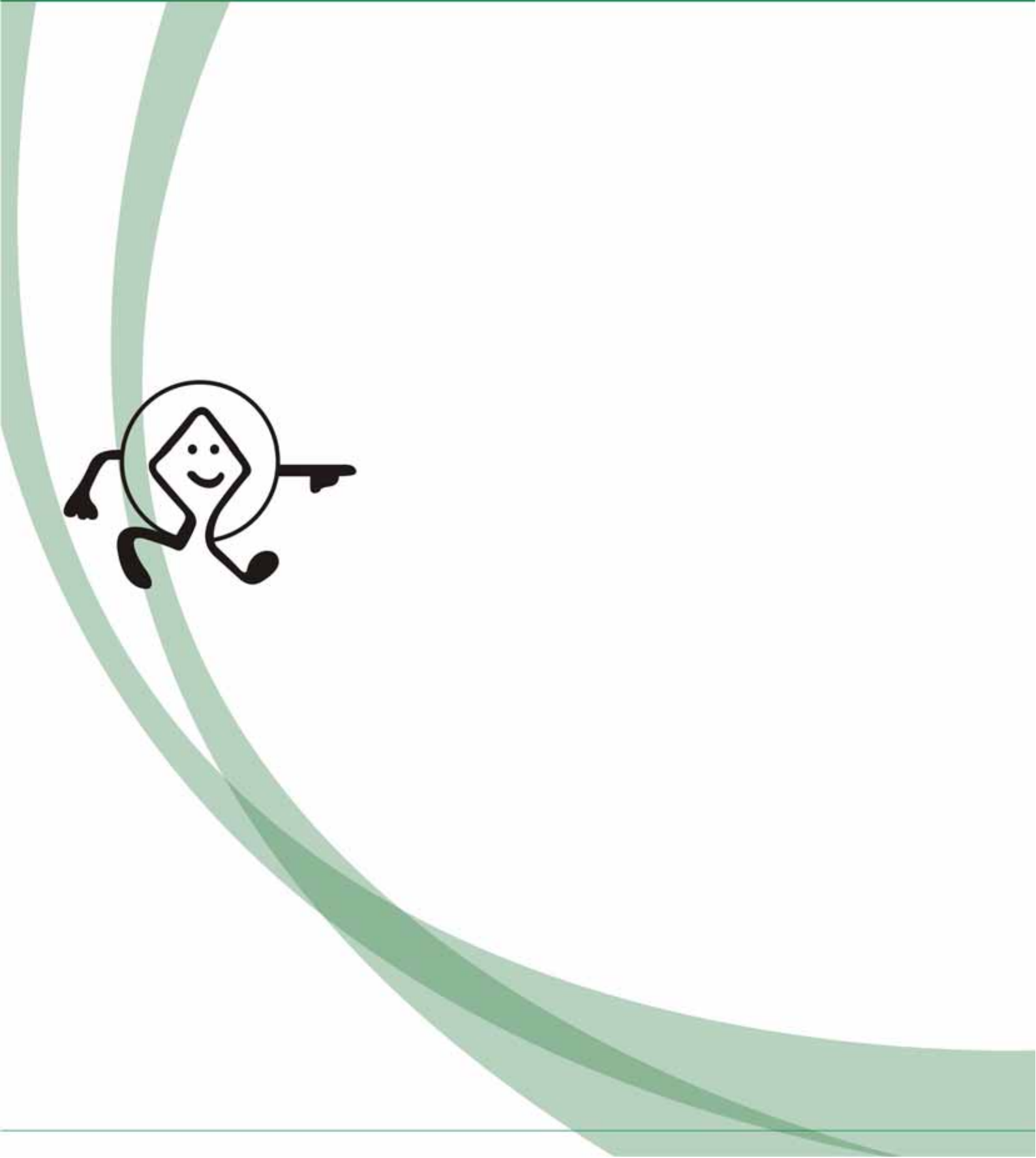




The Emperor Shah Jehan, who had the Shalamar Bagh laid out, visited the newly completed gardens in 1642 with guests from Persia and Turkey. The visitors were astonished to see the garden and were of the opinion that there was no garden on the face of the earth as beautiful as this.

TOURISM

Our mission is to nurture all aspects of our heritage and introduce it to all so that they can appreciate it.



TOURISM MANAGEMENT PLAN OF SHALAMAR BAGH



Objectives:

- To enable students to understand that effective tourism requires effective management
- To enable students to understand vital issues in site management and tourism.

Instructions for teachers:

1. Divide class into five groups.
2. Make photocopies of Student Activity Sheets # 3-A, 3-B, 3-C, 3-D and 3-E and give one of them to each group.
3. Make photocopies of pictures of features of Shalamar Bagh for each group.
4. Groups should complete the activity given on each activity sheet.
5. All resource notes should be thoroughly read by all students.

Follow - up:

One student should be selected from each group to present their activity before the class.



FEATURES OF SHALAMAR BAGH



1) Sawan Bhadun Pavilion



2) Baradari



3) Pathway, fountains, mehtabi and baradari in the middle terrace



4) Aiwan Pavilion with the carved marble cascade (or chadar)

STUDENT ACTIVITY

SHEET # 3 - A



Activity: The pavilions of Sawan Bhadun in the middle terrace have collapsed due to many reasons. Give three reasons why this has happened and the solutions that need to be applied in the spaces given below:

Problem 1:

Solution 1:

Problem 2:

Solution 2:

Problem 3:

Solution 3:

STUDENT ACTIVITY

SHEET # 3 - B



Activity: You want to make an appeal for funds to do conservation of the Aiwan pavilion in the upper terrace of Shalamar Bagh. Write down the appeal for a newspaper including three ways in which you will use the funds.

Appeal:

How you will use the funds:

i) _____

ii) _____

iii) _____

STUDENT ACTIVITY

SHEET # 3 - C



Activity: Too many tourists have visited Shalamar Bagh causing major damage to the various areas at the site. Write 3 advantages and 3 disadvantages of tourism at Shalamar Bagh.

Advantages: 1. _____

2. _____

3. _____

Disadvantages: 1. _____

2. _____

3. _____

STUDENT ACTIVITY

SHEET # 3 - D



Activity: All over Shalamar Bagh, litter is to be seen. Write down 3 ways to in which the problem can be solved.

Solutions:

1. _____

2. _____

3. _____

STUDENT ACTIVITY

SHEET # 3 - E



Activity: Many tourists visit Shalamar Bagh every year. The money that is made through sale of tickets is enough for you to start repairs and maintenance on the site. Write down 5 ways in which these can be done in a very effective way.

1. _____

2. _____

3. _____

4. _____

5. _____



Gardens such as the Shalamar Bagh were made to create a deeper connection between human beings and nature. They were also meant to be a home for many kinds of plants, birds, animals and insects. The pleasure and joy that we feel in a park shows that we are one with nature.

ENVIRONMENT

Enabling youth to make sustainable choices and address environmental challenges in their communities

THREATS AND SOLUTIONS



OBJECTIVES:

- ≪ To enable students to acquire knowledge of the biodiversity in Shalamar Bagh
- ≪ To enable students to become aware of the threats to biodiversity in Shalamar Bagh due to degradation in the environment of the city
- ≪ To enable students to create solutions to overcome the threats to biodiversity in a city garden.

INSTRUCTIONS FOR TEACHERS:

1. The class will conduct a presentation for the whole school at morning assembly, preparing it according to the guidelines given below.
2. Divide the class into four groups, giving each group one of the topics listed below which they will be presenting:
 - Group 1: Air pollution
 - Group 2: Noise pollution
 - Group 3: Water pollution
 - Group 4: Land pollution.
3. Make photocopies of resource notes on biodiversity in Shalamar Bagh for each group.
4. Make photocopies of Activity: Presentation on Biodiversity for each group.
5. Make photocopies of Student Activity Sheet # 4 for each group.

6. Guide each group to discuss their topic with reference to biodiversity in Shalamar Bagh and find out more facts on the pollution problem assigned to them. They should use the internet, books, encyclopedias, newspapers and discuss the issue with parents, teachers, other students, brothers and sisters.
7. By using the answers they have given on Student Activity Sheet # 4, student groups should prepare a soft-board with illustrations and information to use in their presentation.

RESOURCE NOTES



Biodiversity in Shalamar Bagh

“Allah’s truth comes to men in revelation (The Holy Quran) and in nature. How noble are His works! How sublime His Government of the world! They all declare forth His glory!” Abdullah Yousaf Ali

The entrance to Shalamar Bagh was on the lowest level. There were magnificent fruit trees planted here such as mangoes, peaches, apricots, pears, mulberries, pomegranates, lemons and oranges. Visitors could pick the fruit and eat as much as they liked.

The second or middle level was planted with roses whose scent filled the air.

On the third level or the highest terrace, only flowers were planted. There were roses, irises, cyclamen, crown imperials, lilies, pinks, narcissus, jasmine, lilacs and lotus. Also found all over the Shalamar Bagh was plenty of bird life: mynas, sparrows, parrots, crows, koels, doves, etc. as well as a variety of animal life.

The Shalamar Bagh was enclosed by a high wall. This was meant to create a garden space away from the busy life of the city. As a visitor to Shalamar once remarked, “Outside, all is glare and dust; within all is green foliage, white marble, cool reservoir and rippling cascade!”

Gardens such as the Shalamar Bagh were made to create a deeper connection between human beings and nature. They were also meant to be a home for many kinds of plants, birds, animals and insects. The pleasure and joy that we feel in a park shows that we are one with nature.

Shalamar Bagh has continued throughout history to provide a place for people to find peace, enjoy natural beauty, receive shade from its trees and appreciate their own cultural roots. However Shalamar Bagh is no longer protected by the wall that stands around it. This wall was a protection from threats to its biodiversity.

Biodiversity is important for us because the variety in nature keeps the cycle of life going. Thus, biodiversity is essential for the survival of human beings. We must continue to be deeply aware of the connection between ourselves and Nature. We should try to make our links so strong that the positive quality of our lives and our survival is ensured.

RESOURCE NOTES



Presentation: Protecting Biodiversity

Since you now know some facts on biodiversity in Shalamar Bagh and the threats it is faced with, perhaps you could share this knowledge with the rest of your school and also prepare some solutions. Read the resource notes on biodiversity in Shalamar Bagh carefully. Let us first examine what some of the major threats to biodiversity in Shalamar Bagh are:

1. Air pollution is caused due to:
 - a) smoke from cars, buses and rickshaws
 - b) smoke from factory chimneys
 - c) dust raised due to traffic and construction work
 - d) burning rubbish by road sides.

2. Noise pollution is caused due to:
 - a) removal of silencers from rickshaws, cars and motorbikes
 - b) loud music in cars at weddings and other celebrations
 - c) noise from construction work
 - d) blowing of horns in cars, motorbikes and buses.

3. Water pollution is caused due to:
 - a) garbage thrown into ponds and lakes
 - b) chemicals of factories that flow into streams and rivers
 - c) sewerage water which flows into streams and rivers
 - d) leaking water pipes, especially when drinking water pipes are close to sewerage pipes
 - e) using lead pipes to carry drinking water.

4. Land pollution is caused due to:
 - a) garbage, especially plastic shopping bags
 - b) hospital waste that mixes with the soil
 - c) factory waste that mixes with the soil
 - d) use of insecticides and pesticides.

STUDENT ACTIVITY

SHEET # 4



Answer the following questions to use in your presentation picking out the kind of pollution your group is dealing with.

Q.1 What are the dangers of air / noise / water / land pollution?

A. _____

Q.2 What causes this pollution?

A. _____

Q.3 How does it effect plant life in Shalamar Bagh?

A. _____

Q.4 How does it affect bird life in Shalamar Bagh?

A. _____



Q.5 How does it affect animal life in Shalamar Bagh?

A. _____

Follow up:

Q What can we all do in our every day lives so that we can solve the problem of
i) air ii) noise iii) water and iv) land pollution in our environment?

i) _____
ii) _____
iii) _____
iv) _____



Parks: Places for peace and tranquility



OBJECTIVES:

- ≪ To enable students to understand the desired function of a park/garden
- ≪ To enable students to become aware of features that should exist in a park
- ≪ To enable students to become aware of features that should not exist in a park.

INSTRUCTIONS FOR TEACHERS:

1. Teacher should refer to the resource notes on Shalamar Bagh in order help students understand what the function of a park should be (to provide a place for reflection and for acquiring peace and tranquility).
2. Brainstorm with students what purposes the features of a park should serve (a place that takes you away from the chaos, confusion and noise of everyday life).
3. Divide class into groups.
4. Make photocopies of Student Activity Sheet # 5 for each group and ask them to complete it.
5. Make photocopies of the sketch of a local park given and Student Activity Sheet # 6 for each group.
6. Groups should closely observe the features of a local park on the sketch given.
7. Each group should complete Student Activity Sheet # 6.



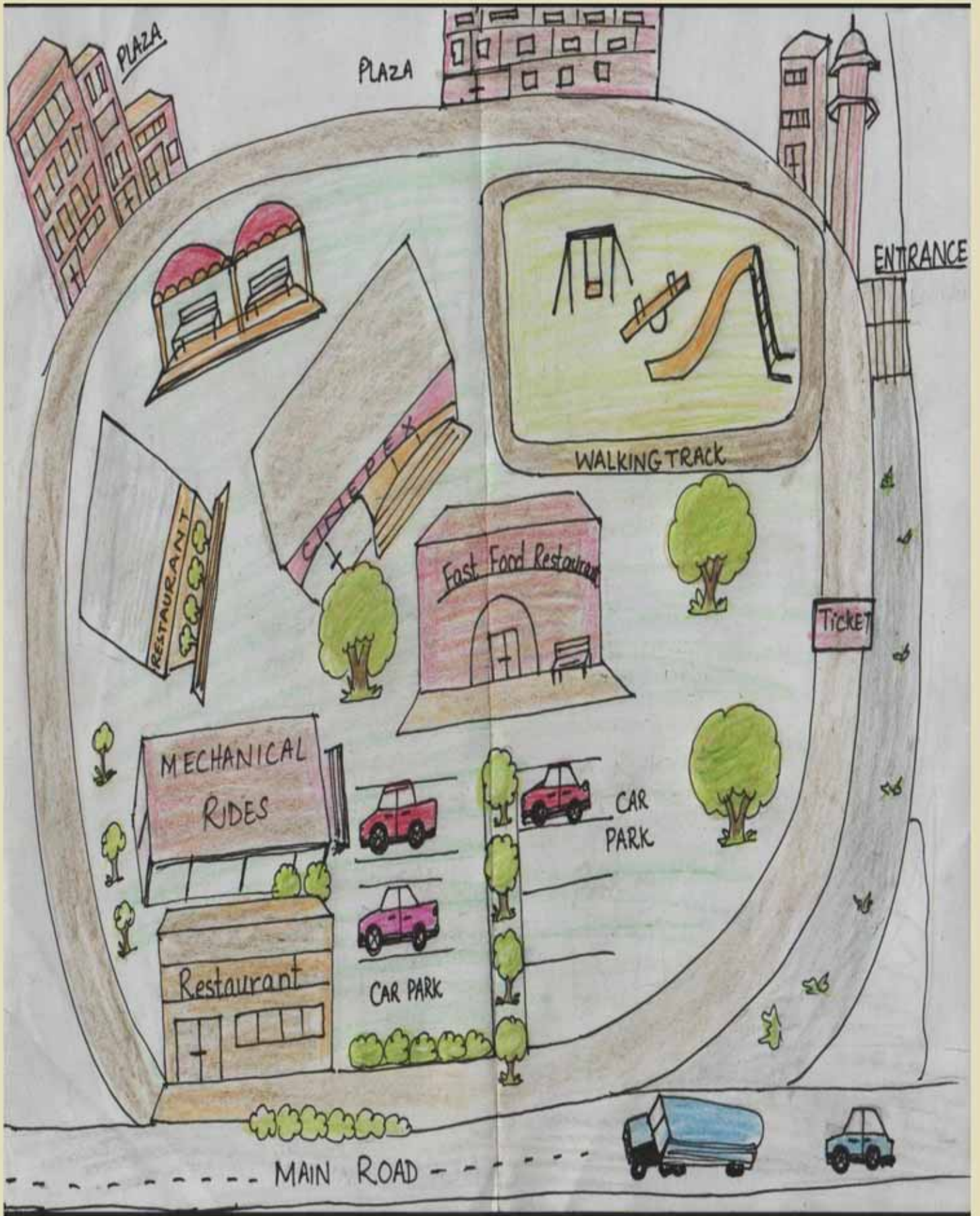
STUDENT ACTIVITY

SHEET # 5



Given below is a list of the functions of a desirable park. In the space provided, list the features of such a park that would fulfill these functions (e.g. fountains, birds, trees, flowers, benches etc).

Functions	Features
<ul style="list-style-type: none">• peace and tranquility	
<ul style="list-style-type: none">• a place to think and reflect	
<ul style="list-style-type: none">• a place to get rid of stress and tension	
<ul style="list-style-type: none">• a place to get rest from the cares of everyday life	
<ul style="list-style-type: none">• a place to admire and be with nature	
<ul style="list-style-type: none">• a place to feel closer to God	
<ul style="list-style-type: none">• a place to hear tranquil sounds	
<ul style="list-style-type: none">• a place to smell beautiful scents	
<ul style="list-style-type: none">• a place to see pleasing sights	
<ul style="list-style-type: none">• a place to touch natural textures	



A local park



STUDENT ACTIVITY

SHEET # 6



Study the sketch of a local park given, then answer the questions below.

Q.1. List the features of a local park as seen on the sketch.

- A.
1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
 7. _____
 8. _____

Q.2. What should the desired functions of a park be?

- A.
- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Q.3. Name the features on the sketch of a local park which serve the desired functions mentioned above.

- A.
- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |



7.

8.

9.

10.

Q.4. Name the features on the sketch of a local park that do not serve the desired functions of a park.

A. 1.

7.

2.

8.

3.

9.

4.

10.

5.

6.

.





Shalimar literally means "House of Joy", and in the passing centuries it has remained a charming garden, still retaining its atmosphere of peace and joy. Today, the concept of memory can be looked at in a different way. Shalimar connects modern city dwellers to their cultural roots.

CULTURE OF PEACE

Culture of Peace provides creative ways to look at our social realities. It also gives us opportunities of learning to live together.

Story telling based on Mughal miniature painting

OBJECTIVES:

- ≪ To enable students to appreciate Mughal miniature painting
- ≪ To enable students to develop skills of observation of art works
- ≪ To develop in students creative skills to use their imagination for story telling.

RESOURCE MATERIALS:

- ≪ Pictures of Mughal miniature paintings # 1, 2, 3 and 4
- ≪ Paper and pencil
- ≪ Boxboard sheets or flattened cardboard cartons.

INSTRUCTIONS FOR TEACHERS:

1. Divide the class into four groups.
2. Give each group one of the pictures of Mughal miniature art # 1, 2, 3 and 4.
3. Ask students to observe the paintings in their groups.
4. In order to arouse interest and curiosity to prepare the ground for a story telling activity, teacher should write the following questions on the chalkboard which students can quietly discuss in their own groups:
 - a. What is happening in the painting?
 - b. Describe the building or structures in the painting.
 - c. What are the colours used for these by the artist?
 - d. Describe the clothes worn by the people in the painting.
 - e. What do you see in the background of the painting?
 - f. What do you see in the foreground (or front part) of the painting?
 - g. What are the other features present in the painting?

5. Teacher should tell the students to imagine that the scene in the painting is taking place in one of the pavilions of the Shalamar Bagh.

6. Each group should now create a story based on their miniature painting.

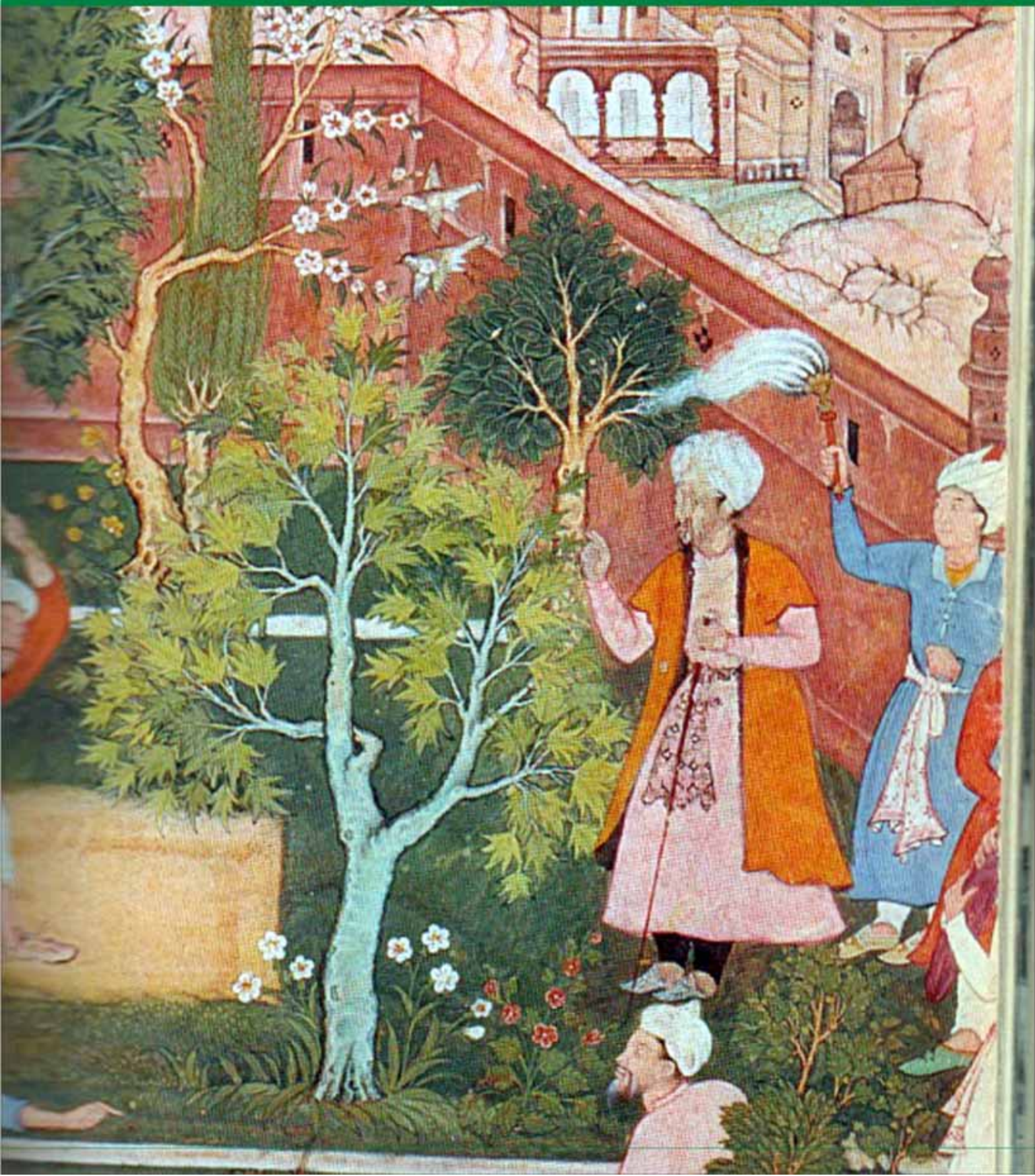
FOLLOW - UP

After the stories have been written, one student should be selected from each group to narrate their story to the rest of the class. For the narration each painting should be displayed on a boxboard sheet or piece of a flattened cardboard carton.

Mughal miniature painting # 1



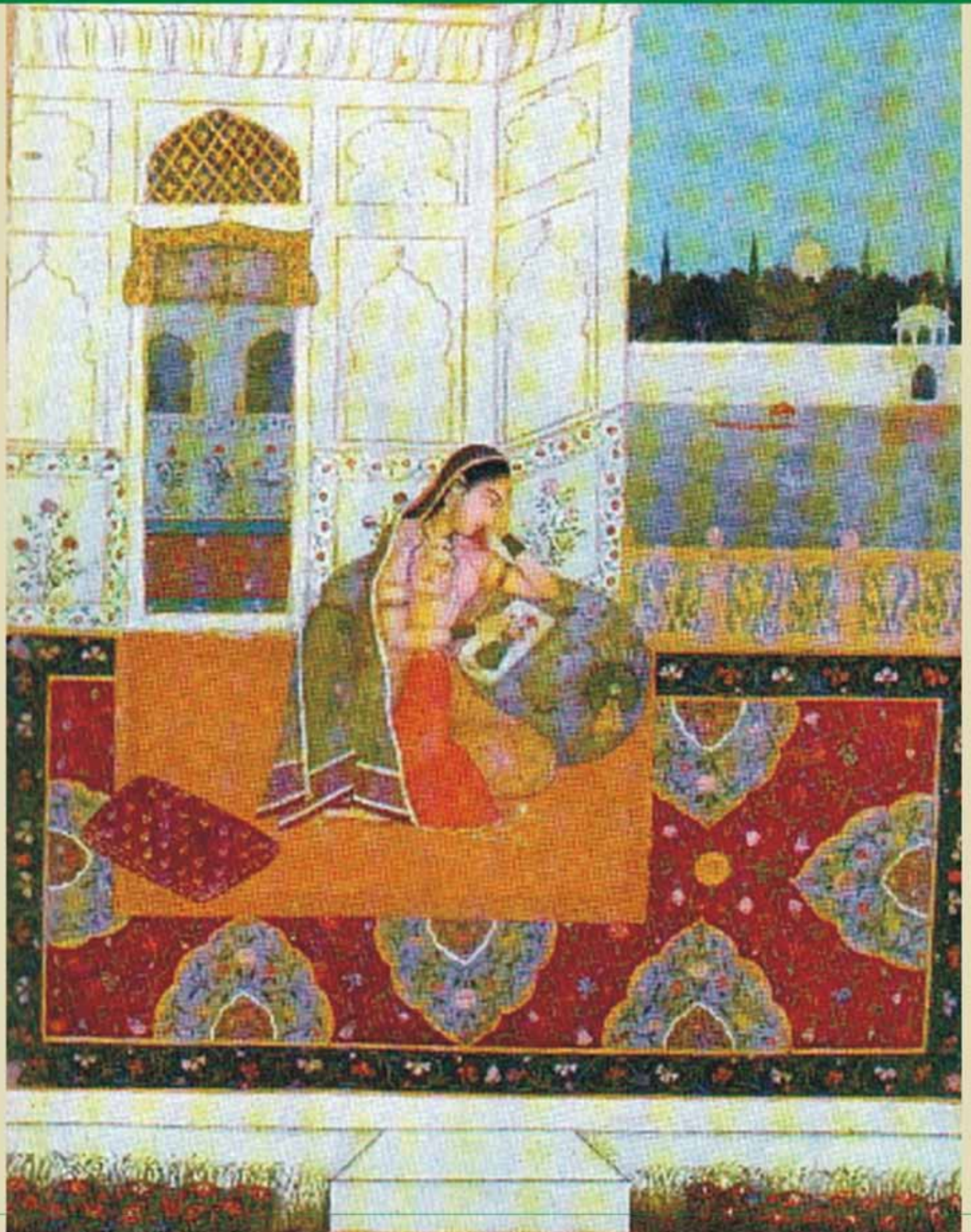
Mughal miniature painting # 2



Mughal miniature painting # 3



Mughal miniature painting # 4



Gardens of different cultures



OBJECTIVES:

- ≠ To develop in students a sense of aesthetics and appreciation of man-made beauty
- ≠ To develop in students the capacity to understand how gardens illustrate the philosophies on which cultures are based
- ≠ To enable students to appreciate global cultural differences in life styles.

RESOURCE MATERIAL:

Pictures of

- i) a European garden
- ii) an Islamic garden
- iii) a Japanese garden.

INSTRUCTIONS FOR TEACHERS:

1. Divide class into three groups.
2. Provide each group with coloured pictures of
 - a. a European garden
 - b. an Islamic garden
 - c. a Japanese garden
3. Make photocopies of Student Activity Sheets # 7, 8 and 9 for each group.
4. Ask members of each group to closely observe each picture and answer the questions based on it on the activity sheet.



STUDENT ACTIVITY

SHEET # 7



European garden
Versailles, France





How is the garden laid out?

A. _____

Q.2 Explain

- a) the location of the water in the garden and
- b) the form it is laid in (e.g. pond, stream, fountain, lake, etc.)

a. _____

b. _____

Q.3 What kinds of plants are present in the garden?

A. _____

Q.4 What do you think is the most outstanding part of the design of the garden?

A. _____

Q.5 If you were standing in the garden, what would be your feelings?

A. _____



STUDENT ACTIVITY SHEET # 8



An Islamic garden
Patio de la Acequia, Generalife, Spain





Q.1 How is the garden laid out?

A. _____

Q.2 Explain

- a) the location of the water in the garden and
- b) the form it is laid in (e.g. pond, stream, fountain, lake etc.)

a. _____

b. _____

Q.3 What kinds of plants are present in the garden?

A. _____

Q.4 What do you think is the most outstanding part of the design of the garden?

A. _____

Q.5 If you were standing in the garden, what would be your feelings?

A. _____



STUDENT ACTIVITY SHEET # 9



A Japanese garden
Koishikawa Koraknene garden, Tokyo, Japan





Q.1 How is the garden laid out?

A. _____

Q.2 Explain

a) the location of the water in the garden and

b) the form it is laid in (e.g. pond, stream, fountain, lake etc.)

a. _____

b. _____

Q.3 What kinds of plants are present in the garden?

A. _____

Q.4 What do you think is the most outstanding part of the design of the garden?

A. _____

Q.5 If you were standing in the garden, what would be your feelings?

A. _____

Follow – up:

By using the internet, try to see as many pictures of gardens and parks around the world as possible.

Celebrating an Urs

OBJECTIVES:

- ≠ To enable students to understand that heritage is integrated into our everyday lives
- ≠ To help students appreciate the influence of Sufism on our culture
- ≠ To enable students to appreciate a form of music (qawali) that is part of our cultural heritage.

RESOURCE MATERIALS:

- ≠ Tape recorder or CD player
- ≠ Tape cassette or music CD of a qawali
- ≠ Diyas or earthenware oil lamps
- ≠ Marigold garlands
- ≠ Strings of silver foil pennants (small triangular flags)
- ≠ A raised platform for 'qawals'.

Instructions for teachers:

1. From a music CD or tape cassette of the 'qawalis' of
 - Ghulam Farid Sabri
 - Aziz Mian
 - any other 'qawals'select a qawali for the students to perform.
2. Select nine students from the class to perform the 'qawali', two of whom should be the leading 'qawals'.
3. Make photocopies of the verses of the 'qawali' and give them to the selected students with instructions that they are to learn the verses by heart.
4. This group should practice performing the 'qawali' by singing along while the tape cassette or music CD is being played.
5. Using the resource materials, involve students of the class to create a set of a 'qawali' as at the 'Urs' of the Saint Shah Hussain in whose memory 'Mela Chiragan' in Lahore is commemorated.

6. At any given school event, have students perform the 'qawali' on their prepared set while singing along with the 'qawali' from the tape cassette or music CD before the audience.
7. At the presentation, Resource Notes on 'Mela Charagan' should be read out by a student before the 'qawali' begins.

Resource Notes

Mela Charagan, Lahore



Mela Charagan (Festival of Lights) is a three-day annual festival held in the last week of March to mark the 'urs' (death anniversary) of the Punjabi Sufi poet and saint Shah Hussain at his tomb or 'mazar'. The 'urs' used to be held in the Shalimar Bagh but now takes place at the shrine of the saint which is adjacent to the Bagh.

Shah Hussain is considered a pioneer of the 'kafi' form of poetry. His poems which are sung at his 'mazar' have been set to music derived from Punjabi folk music.

There are many tombs of the Sufi saints all over Pakistan. Sufis are mystics who seek a high level of spirituality which ultimately aims at finding the truth and consequently, Allah. Their message of truth, love, compassion and brotherhood was spread to every nook and corner of Pakistan and was accepted by common folk and nobility alike.

Saints who are considered to be deserving of the greatest respect in the area are Ali Hajveri (Data Ganj Baksh), Bulleh Shah, Baba Fareed, Sultan Bahu, Shah Abdul Lateef Bhitai, Sachal Sarmast and Khawaja Ghulam Fareed.

People feel so passionately about their Sufi Saints that they manifest their love through ecstatic celebrations such as the Mela Charagan. At festivals of this kind, special crafts are on sale, free food is offered, 'qawalis' are performed, kafis are recited and men and women in bright traditional robes do the 'dhamal' which is a traditional dance performed to the beat of 'dhol' (kettle drum) in which dancers follow their own path to enlightenment, swirling around to create a vacuum inside themselves into which spiritually can enter.

ART ACTIVITY

OBJECTIVES:

- ≠ To enable students to become aware that Shalamar Bagh serves the function of a desirable park
- ≠ To enable students to understand that modern parks can be designed keeping in view the features found in Mughal gardens
- ≠ To enable students to develop skills for making a three dimensional model of a park.

RESOURCE MATERIALS:

- ≠ pictures of Shalamar Bagh and its various features (from segment on Tourism).
- ≠ thermopore sheet measuring 54" x 36"
- ≠ boxboard sheets in the colours required
- ≠ thin sticks of cane to prop up features. (e.g. trees, buildings etc.)
- ≠ poster paints
- ≠ scissors, glue, scotch tape
- ≠ cellophane sheets (to show water features)
- ≠ brown boxboard sheet for outer wall
- ≠ layout plan of Shalamar Bagh
- ≠ any other desired material

INSTRUCTIONS FOR TEACHERS:

1. Art teacher should facilitate the activity with the whole class.
2. The activity should be conducted with teacher ensuring that each student is assigned a task according to ability.
3. The pictures of Shalamar Bagh should be displayed for convenience of students on a soft board.
4. Students should refer to the layout plan of Shalamar Bagh and make a model of it, incorporating its features in a three dimensional form.

Follow – up:

- ≠ The model of Shalamar Bagh should be exhibited in a prominent place in the school and students of all classes of the school should be invited to view it.
- ≠ Selected students should be on hand to explain to student groups who come to view the model:
 - a) the philosophy behind the layout,
 - b) the various features and their names,
 - c) their functions,
 - d) the threats being posed to Shalamar Bagh.

HANDOUT 3

RUBRIC FOR EVALUATION



Teacher to fill out the following rubric for each student

Name of the Student -----

Collaboration Rubric

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Contribute					
Research & Gather Information	Does not collect any information that relates to the topic.	Collects very little information--some relates to the topic.	Collects some basic information--most relates to the topic.	Collects a great deal of information--all relates to the topic.	
Share Information	Does not relay any information to teammates.	Relays very little information--some relates to the topic.	Relays some basic information--most relates to the topic.	Relays a great deal of information--all relates to the topic.	
Be Punctual	Does not hand in any assignments.	Hands in most assignments late.	Hands in most assignments on time.	Hands in all assignments on time.	
Take Responsibility					
Fulfill Team Role's Duties	Does not perform any duties of assigned team role.	Performs very little duties.	Performs nearly all duties.	Performs all duties of assigned team role.	
Share Equally	Always relies on others to do the work.	Rarely does the assigned work--often needs reminding.	Usually does the assigned work--rarely needs reminding.	Always does the assigned work without having to be reminded.	
Value Others' Viewpoints					
Listen to Other Teammates	Is always talking--never allows anyone else to speak.	Usually doing most of the talking--rarely allows others to speak.	Listens, but sometimes talks too much.	Listens and speaks a fair amount.	
Cooperate with Teammates	Usually argues with teammates.	Sometimes argues.	Rarely argues.	Never argues with teammates.	
				Total	

PROJECT OUTCOMES

After completing the project, students will be able to:

- apply the concepts applied for Mughal gardens to impact their everyday life
- appreciate why, through biodiversity, we are all linked to our environment and to nature
- analyze how threats to heritage sites can be averted
- appreciate the reasons why parks must fulfill certain purposes
- appreciate the richness and fullness of their heritage.





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