

PROJECT TAXILA



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.

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TEACHERS RESOURCE KIT
HERITAGE IN YOUNG HANDS

PROJECT TAXILA



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PROJECT OBJECTIVES

PROJECT TAXILA

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 specificity of each culture and the notion that all cultures are part of human civilization

Tourism

To help students identify trends in world tourism and their potential impact on world heritage sites

Environment

To help students correlate the importance of world heritage cultural and natural sites with their management and protection

Culture of Peace

To enable students to recognize the importance of social non-discrimination, tolerance and respect for all peoples and their cultures

SKILLS

Identity

To enable students to assume responsibility in support of world heritage conservation

Tourism

To facilitate students to promote cultural and natural heritage sites and encourage them to visit heritage sites and behave in a respectful and responsible way during the visits

Environment

To enable students to participate in environmental protection, laying particular emphasis on World Heritage conservation

Culture of Peace

To enable students to work together as a group (teamwork)

ATTITUDES:

Identity

To enable students to develop an appreciation of their own culture, their country's history and its natural environment

Tourism

To help students to recognize the need to introduce new forms of tourism conducive to heritage appreciation and conservation

Environment

To help students develop a strong conservation ethic and responsibility

Culture of Peace

To enable students to develop respect for other people and their cultures and to learn to co-exist peacefully

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://unescobkk.org/culture/>
- ⌘ <http://www.un.org.pk/unesco/culture.html>

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: include maps, posters, post cards, CDs and pictures of Taxila.
- ⌘ Required Equipment/Technology: preferably computers for students with internet connection to be made available in school for web searching and research.

PREPARATION



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

PREPARATION





ACTIVITY	INSTRUCTOR NOTES	ESTIMATED TIME
<p>3. Discuss lesson rubric.</p>	<p>Discuss the Collaboration Rubric (Hand out 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>	<p>10-15 minutes</p>
<p>4. Prepare for your project.</p> <p>Choose your places, people, things, or methods to complete it. Outline or list the steps you or your group will need to take. Remember to include people as helpful resources if you need them!</p>	<p>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>	<p>20 minutes (may need to extend into another session)</p>





PRACTICE AND PROCESS

Activity	Instructor Notes	Estimated Time
Activities for collecting knowledge and skills.	Review handouts and activity sheets as needed.	As needed
<p>1. Map Activity</p> <p>Student Activity Sheets # 2,3,4</p>	<ul style="list-style-type: none"> ✓ Read attached enrichment material to equip yourself with adequate information to facilitate the activity effectively. ✓ Make photocopies of Student Activity Sheets # 2, 3 and 4 (Map activity) ✓ On the wall map of the World, help students explore and identify areas where Pakistan/Asia/World/ Heritage sites are located. ✓ Ask students to match Pakistan/Asia/World Heritage sites shown on the attached maps with the heritage sites listed and indicate whether they are natural or cultural heritage sites. ✓ After two or three more weeks of class work, this exercise may be repeated by adding five more sites each for Pakistan/Asia/World by researching from the UNESCO World Heritage websites. 	

Activity	Instructor Notes	Estimated Time
<p>2. Visit To The Taxila Sites And Museum</p> <p>Student Activity Sheets # 5, 6, 7 and 8</p>  <p>Student Activity Sheets # 9 and 10.</p>	<ul style="list-style-type: none"> ✓ Arrange for students to visit Taxila Museum and the excavated sites. ✓ Read the field trip checklist for teachers and keep it in mind throughout the trip. ✓ Make photocopies of the Students Activity Sheets # 5, 6, 7 and 8 and give them to each student. ✓ Students may carefully observe each of the pictures attached to the activity sheets # 5, 6, 7 and 8 or the museum objects themselves. ✓ The activity sheets may be completed by each student. ✓ After the visit to the museum the excavated sites may be visited. ✓ Make photocopies of Students Activity Sheet # 9 and 10, give them out to the students to enable them to complete the activity. 	
<p>3. Art Activity</p> 	<ul style="list-style-type: none"> ✓ Group students into groups of three. ✓ Give each group white boxboard sheets, markers or crayons. ✓ Make photocopies of photographs of Taxila (from the Resource Kit). ✓ Explain to students that they have to design and make a poster in which they would promote Taxila as a tourism site. ✓ Encourage students to make posters as colorful as possible (fill up all white spaces with color). ✓ Display the posters in common school areas. 	



Activity	Instructor Notes	Estimated Time
<p>4. Research Website</p> <p>Students search the web for sites giving information about Taxila and Buddhism.</p> <p>Websites:</p> <p>en.wikipedia.org/wiki/Buddhism www.buddhanet.net/e-learning/5minbud.html www.historyforkids.org/learn/india/religion/Buddhism.html</p>	<p>Students will bring writings from websites to share with group members. They will discuss and prepare their own presentations.</p>	
<p>5. The Noble Eightfold Path Activity</p> <p>The Noble Eightfold Path together with Four Noble Truths constitutes the gist of Buddhism, which was a religion practiced in Taxila.</p> 	<ul style="list-style-type: none">✓ Read the material on the Noble Eightfold Path carefully.✓ Explain the teachings of Buddha to the class in simple language.✓ Make photocopies of Situations 1,2 and 3 and give them out to each student.✓ Choose three easy to understand Buddhist principles, from the Noble Eightfold Path and guide students to develop three role plays based on each of the given situations encouraging them to apply these principles. 	

PERFORMANCE



Activity	Instructor Notes	Estimated Time
1. Letter to the Editor	Write a letter to the Editor of a newspaper in which you talk about the site and the places in it that you feel are in danger of being destroyed. Suggest ways in which it can be saved and comment on why you think it should be saved.	As needed
2. Review the steps needed to complete the project.	Have the students organize all their material into a final format.	As needed
3. 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
4. Showcasing: Present the completed project to class and school.	A display of students' work and pictures of students doing activities conducted during the project.	As needed
5. Video – Visit to the Museum	A video on a visit to the museum to be shown to the students.	As needed
6. Review Lesson Rubric. Do self assessment.	Teacher helps students fill collaboration rubric / lesson rubric.	As needed

Activity	Instructor Notes	Estimated Time
<p>6. Role Play</p>  	<p>A role play is a little drama performed by students. It does not need preparation in terms of script, costumes or props. It aims to bring to life circumstances or events which are unfamiliar to students to create a deeper understanding in students of the roles they play.</p> <p>Students can perform the role play by:</p> <ul style="list-style-type: none"> ✓ Interacting with other characters of the role play. ✓ Inventing the dialogue on the spot. ✓ Being inventive and teachers not having to impose their opinions on them. <p>Teachers:</p> <ul style="list-style-type: none"> ✓ Not intervening if the role play is not going according to expectations. ✓ Ensuring that the central issue in the role play is discussed after role play ends. ✓ Ensuring that each role play does not exceed five minutes. ✓ Ensuring that it becomes a lighthearted and enjoyable exercise for teachers. 	
<p>7. Quiz Activity On Taxila</p> <p>Facts about Taxila Student Activity Sheet # 13</p>	<ul style="list-style-type: none"> ✓ Make photocopies of 'Facts about Taxila' for each student and distribute them in the class. ✓ Reading of the 'Facts about Taxila' may be done by the teacher and then by groups of students. ✓ Photocopies of the Student Activity Sheet # 13 may be distributed and students asked to complete it by referring to 'Facts about Taxila'. ✓ At the end of the Quiz activity teacher may ask class to provide correct answers and students may tally their own answers accordingly. 	

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.

TAXILA

RESOURCE MATERIAL

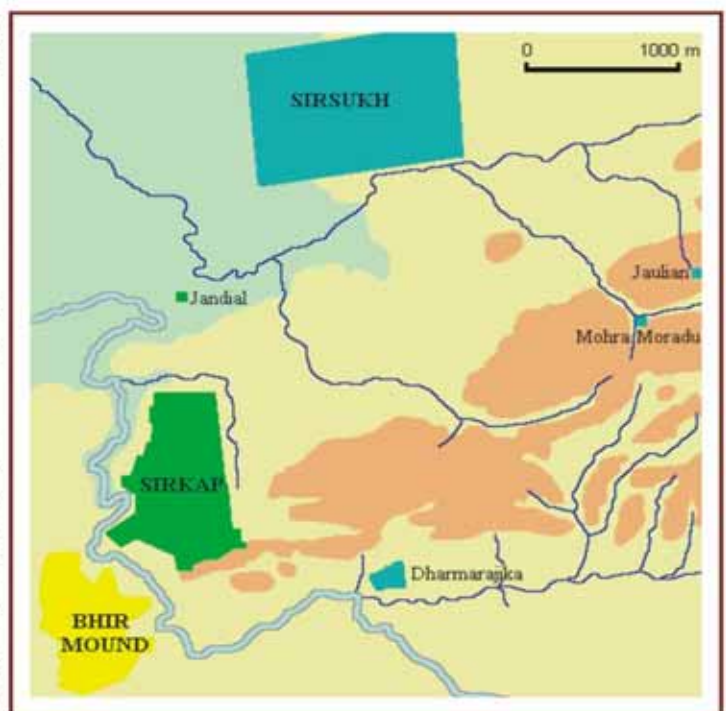


The archaeological site of Taxila was included in the World Heritage List in 1980 on the basis of Criteria III and IV set by the World Heritage Convention.

The Taxila Valley lies in the Potohar Plateau and the ruins are some 30 kilometers north west of modern Islamabad.

The archaeological remains are distributed throughout the area. They cover an area of almost 50 square kilometers and comprise a wide range of sites.

Taxila was founded in the 7th or 6th Century BCE, according to legend by a son of the brother of the legendary hero Rama. The many sites illustrate the different stages of development of a city called Taxila that was alternately influenced by Persia, Greece and Central Asia. Taxila was the most flourishing of all the cities between the Indus and Jhelum Rivers. Darius I made it part of the Achaemenid Empire of Persia. In 326 BC Alexander the Great and his armies encountered the charging elephants at battle against Hindu king Porus.



Excavations at Sarai Khola in the Taxila Valley and Neolithic and Gandharan grave culture at Hathial link the prehistory of the Valley to the wider archeological context of Pakistan. The Hathial Mound marks the beginning of the city of Taxila.

The oldest of the excavated cities of Taxila is Bhir Mound located in the southern portion of the Taxila Valley. It commanded the river Tamra Nala, a tributary of the Indus. In the 5th Century B.C. to the 2nd Century A. D. it was an important center of Buddhist learning.

It is evident from this partially excavated site that the earliest levels of this city date from the 6th Century B.C., during the Achaemenid Period. When Alexander crossed the Indus in 326 B.C., he camped at Bhir which was already a large city. The garrison that he maintained in the valley was overthrown by the Mauryan dynasty. The famous Mauryan prince Ashoka was Viceroy of Taxila and it was he who introduced Buddhism to Taxila.



The Bhir Mound settlement comprised a complex of squares joined by lanes and streets. It had residential areas and bazaars containing shops with evidence of industries such as iron production and shell-working. It also had sanitary arrangements like soaks pits and drains. When the Mauryan empire fell, Taxila came under the control of the Bactrian Greeks who succeeded Alexander. They built a new city called Sirkap on the banks of the Tamra Nala. This second Taxila was built according to the Greek fashion, like a gridiron. Only a small part of the ancient city has been excavated but it was clearly laid out with a straight street running north-south cut across by streets creating residential blocks. Each of these blocks contains courtyard houses interspersed with Buddhist stupas and shrines.

There are four temples in the Greek style located in the environs of Sirkap. Two at Jundial, and two in the mountain passes to the north of the city. Demetrius (the Greek king who ruled the area after Alexander) ruled Taxila which consisted of a multi-cultural society in which Greeks, Bactrians, Western Iranians and Indians all lived together. The city of Sirsukh is located about 1.5 kilometers north of Sirkap. It must have been a large military base and on the basis of its masonry this city, is attributed to the Kushan period from the 1st century A.D.



There were many sanctuaries and monasteries in the neighbourhood, like Jaulian and Mohra Moradu. The site of Mohra Moradu comprises a monastery and a stupa. Both were erected in the 2nd century A.D. in the Kushan Period. Jundial, for example, was a Zoroastrian sanctuary. The Buddhist monastery at Jaulian sits in the hills to the east of Mohra Moradu with a magnificent view of the Taxila Valley. The complex at Jaulian consists of a large rectangular monastic building to the east and the main stupa to the west with a lower courtyard filled with shrines and small stupas. Only a small portion of the rich and varied archaeological wealth of the valley of Taxila has been excavated and yet it is clearly evident that for many centuries it was an important and vibrant culture landscape. Its universal significance is also evident from the fact that it is mentioned in many languages: in Sanskrit, the city was called Takshcila, in Pali it was known as Takkasila; the Greeks knew the town as Taxila and the Chinese called it Chu Chu'a – Shi – lo.

The city was badly damaged when the Huns invaded the Punjab in the fifth century, and never recovered.



Sirsukh



Mohra Moradu



Jaulian

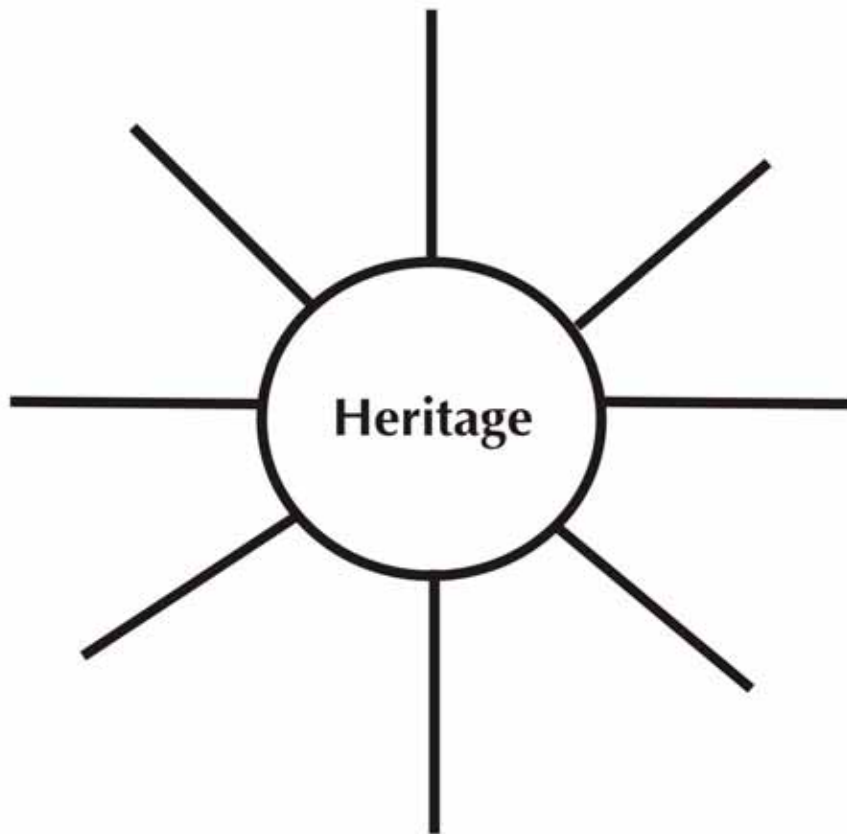
HANDOUT 1

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?



Sirsukh

HANDOUT 2

HERITAGE

VOCABULARY



Sr.No	Word	Definition
1.	Biodiversity, or biological diversity	Refers to the variety of all life forms, and includes different plants, animals and micro-organisms of the Earth. It also includes their genes and the ecosystems of which they are a part.
2.	Conservation	The process of looking after a site (natural or cultural) in order to retain its special features. Conservation may include maintenance, preservation, restoration and reconstruction.
3.	Contemplation	The action of looking at something in a calm and careful way.
4.	Criteria(plural), criterion(singular)	Standards which are used to select sites of outstanding universal value to be included on the World Heritage List.
5.	Cultural heritage	Defined in the World Heritage Convention as monuments, groups of buildings and sites of unique historical or architectural significance.
6.	Cultural identity	Apart from having an individual existence, we are also linked to other members of a group primarily through language, beliefs, rituals, moral code, customs, food, clothes and so on. All this constitutes our cultural identity.
7.	Culture of peace	A concept which includes all those activities which UNESCO carries out(mostly through educational institutions) to promote adherence to values which are at the heart of the spirit of peace.

HERITAGE VOCABULARY

Sr.No	Word	Definition
8.	Luxury	The best and most expensive food and drink, clothes, surroundings, etc.
9.	Monk	A member of a religious community of men who live apart from the rest of the society and who have made solemn promises.
10.	Natural heritage	Defined in the World Heritage Convention as natural features ,geological and physiological formations and natural sites.
11.	Outstanding universal value	To say that a site is of outstanding universal value means that its disappearance would be an irreplaceable loss for all peoples of the world. Simply put it also means World Heritage Value.
12.	Patrimonto	A character symbolizing a young person who protects heritage. It was created by the participants of the First World Heritage Youth Forum in Bergen, Norway, in 1995.
13.	UNESCO(United Nations Educational, Scientific and Cultural Organization)	A specialized agency of the United Nations (with 186 Member States) in1998.UNESCO's objective is to construct the defenses of peace in the minds of young men and women through international intellectual co - operation.
14.	United Nations(UN)	An international organization founded after the Second World War to maintain international peace and security, develop friendly relations among nations and promote social progress, better living standards and human rights.
15.	World Heritage List	The list of cultural, natural and mixed cultural and natural sites considered to be of "outstanding universal value".

INTRODUCTORY ACTIVITY



KWHL

OBJECTIVES:-

- ≠ To enable students to become prepared to begin the project
- ≠ To arouse the interest of students and find out what they already know about the topic
- ≠ 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 the topic
- ≠ To allow students to become aware at the end of the project as to what they have learnt.

INSTRUCTIONS FOR TEACHERS:

1. Read attached resource material to equip yourself with adequate information to facilitate the activity affectively.
2. Display the Pakistan Tourism Development Corporation posters, brochures and view cards on classroom walls, prepare students for the Heritage Education Project they will be involved in.

3. For this the KWHL teaching methodology would be utilized.
4. 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.
5. Photocopy Student Activity Sheet # 1 for each student of the class.
6. 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.







Sirkap: side lane and remains of a stupa. Next to the Apsidal Temple is a small stupa with no base. Its circular dome was once decorated and coated with lime stucco and painted.

IDENTITY

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

MAP ACTIVITY



OBJECTIVES:

- ✦ To learn about the geographical locations and types of Pakistan, Asia and World heritage sites (natural and man-made)
- ✦ To create an awareness of the significance of Pakistani Heritage as part of a larger heritage
- ✦ To help students to become aware of the different cultural and natural heritage sites
- ✦ To help develop in students pride and a sense of ownership of their rich heritage
- ✦ To enable students to become aware of the importance of conservation.

MATERIALS REQUIRED:

- ✦ Wall map of the world
- ✦ Outline map of Pakistan
- ✦ Outline map of Asia
- ✦ Outline map of the World
- ✦ Student Activity Sheets(map activity) # 2, 3 and 4
- ✦ Pictures/Cards of heritage sites
- ✦ List of heritage sites: Pakistan, Asia, World
- ✦ Patrimonto stickers.

INSTRUCTIONS FOR TEACHERS:

1. Photocopy Student Activity Sheets # 2, 3 and 4 (map activity) for each student
2. On the wall map of the World, help students explore and identify areas where Pakistan/Asia/World Heritage sites are located.
3. Ask students to match Pakistan/Asia/World heritage sites shown on the attached maps with the heritage sites listed, name the sites and indicate whether they are natural or cultural heritage sites.
4. After two or three more weeks of class work, this exercise can be repeated by adding five more sites each for Pakistan/Asia/World by researching from the UNESCO World Heritage websites.

- ✦ <http://whc.unesco/culture.html>
- ✦ <http://www.un.org.pk/unesco/culture.html>
- ✦ <http://unesco.org/culture/>



STUDENT ACTIVITY

SHEET # 2



The map of Pakistan indicates five sites included on the World Heritage List.

Match the heritage sites of Pakistan shown on the attached map (1 to 5) with the list provided (A to E). Write their names and geographical locations, and indicate whether they are cultural sites or natural sites.

Good luck!

Name: _____ Class: _____ Date: _____

LETTER	Match with the correct number (1 to 5)	Name of Heritage Sites in Pakistan
A		
B		
C		
D		
E		

See Map of Pakistan attached.



MAP OF PAKISTAN





STUDENT ACTIVITY

SHEET # 3



The map of Asia indicates five sites included on the World Heritage List.

Match the heritage sites shown on the attached map (1 to 5) with the list provided (A to E). Write their names and geographical locations, and indicate whether they are cultural sites or natural sites.

Good luck!

Name: _____

Class: _____

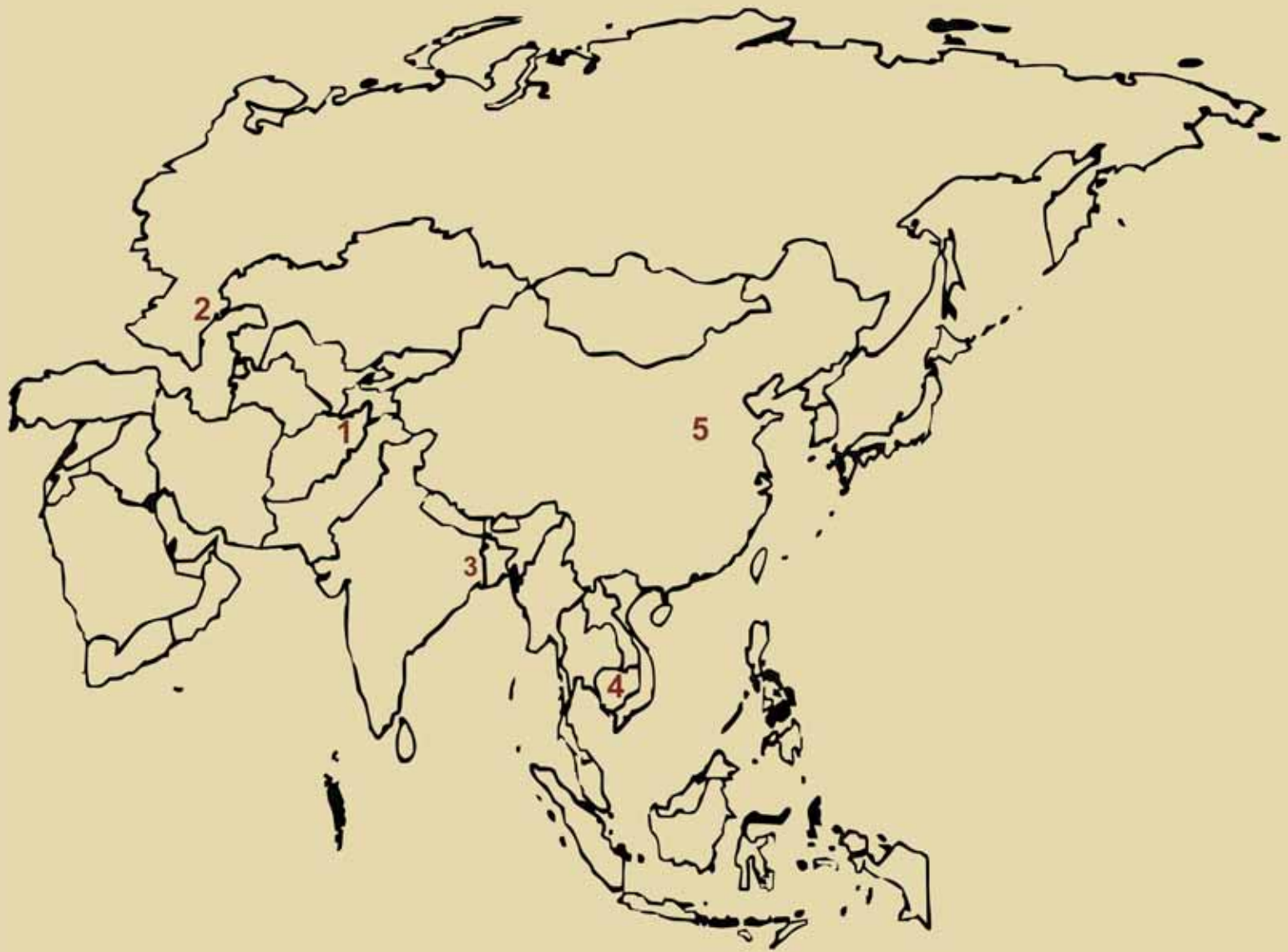
Date: _____

LETTER	Match with the correct number (1 to 5)	Name of Heritage sites in Asia
A		
B		
C		
D		
E		

See Map of Asia Attached.



MAP OF ASIA



STUDENT ACTIVITY

SHEET # 4



The map of the world indicates five sites included on the World Heritage List.

Match the World Heritage sites shown on the attached map (1 to 5) with the list provided (A to E). Write their names and geographical locations, and indicate whether they are cultural sites or natural sites.

Good luck!

Name: _____

Date: _____

Class: _____

LETTER	Match with the correct number (1 to 5)	Name of Heritage sites of the world
A		
B		
C		
D		
E		

See Map of World attached.

WORLD MAP



LIST OF SOME HERITAGE SITES



Pakistan, Asia, World

HERITAGE SITES IN PAKISTAN

- A. Mohenjodaro archaeological ruins – Sindh
- B. Taxila – Punjab
- C. Thatta: Historical monuments – Sindh
- D. Mehargarh archaeological ruins – Balochistan
- E. Lahore Fort - Punjab

HERITAGE SITES IN ASIA

- A. Bamiyan cultural landscape and archaeological ruins -Afghanistan
- B. Walled city of Baku – Azerbaijan
- C. The Sunderbands – Bangla Desh
- D. Angkor Temples – Cambodia
- E. Great Wall – China

WORLD HERITAGE SITES

- A. Alhambra Palace – Spain
- B. Kremlin and Red Square – Russia
- C. Palace and Park of Versailles – France
- D. Machu Picchu Ruins - Peru
- E. Kakadu National Park – Australia







Dharmarajika: the main stupa, the earliest Buddhist monument in Pakistan

It was founded by Emperor Ashoka of the Mauryan dynasty in the 3rd century BCE. When Ashoka converted to Buddhism in about 262 BCE he collected the Buddha's remains and distributed them to eight major stupas across his empire. Dharmarajika is one of them. The main stupa, 15 meters high and 50 meters in diameter, dominates the whole complex.

TOURISM

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

VISIT TO THE TAXILA SITES AND MUSEUM

OBJECTIVES:

- ✍ To enable students to study their own cultural heritage
- ✍ To enable students to take responsibility for conserving and preserving their cultural heritage
- ✍ To encourage students to develop their skills of observation
- ✍ To enable students to develop skills for documentation
- ✍ To facilitate students to promote domestic tourism to natural and cultural heritage sites.

INSTRUCTIONS FOR TEACHERS:

- ✍ Arrange for students to visit Taxila Museum and the excavated sites of Sirkap and Jaulian.
 - ✍ Read the field trip checklist for teachers, convey rules to students and ensure their implementation.
 - ✍ Make photocopies of Student Activity Sheets # 5, 6 and 7 for each student.
 - ✍ Students should carefully observe each of the pictures attached to the Student Activity Sheets # 5, 6 and 7 or the museum objects themselves.
 - ✍ The Student Activity Sheets should be completed by each student.
 - ✍ After the visit to the museum the excavated sites may be visited.
 - ✍ Make photocopies of Student Activity Sheets # 8 and 9 for each student to enable them to complete the activity.
- Teachers must take photographs during the visit to the Museum and sites.

INSTRUCTIONS FOR STUDENTS:

- ✍ Take a camera with you.
- ✍ Take your notebooks and pencils.
- ✍ Take your picnic lunch and your own drinking water with you.
- ✍ Stay in line with your partner and group you are with when moving from one place to another.
- ✍ Keep noise levels low at all times at the site and in the museum.
- ✍ Do not touch museum objects.
- ✍ Do not enter in areas that are blocked off at the site or in the museum.



FIELD TRIP CHECKLIST FOR TEACHERS



1. Students should be given identity badges on a cutout of Patrimonito with their names written on them.
2. Take the roll call and inform the Head regarding absentees.
3. The First Aid Kit and water coolers that are to be taken along for the trip must be the responsibility of the teacher heading each group.
4. Photocopies of the fact sheet, 'Facts about Taxila' (from the Resource Kit) may be given out to students before departure.
5. Students should be asked to assemble on the school compound before leaving and guidelines, instructions and expectations of behaviour may be conveyed to them.
6. Teachers heading groups must explain the general background and history of the heritage site they are due to visit to their group.
7. Teachers leading groups must pair up students for the trip.
8. Students must be counted by the teacher organizing the trip at the time of embarkation and disembarkation from the transport vehicle.
9. The teacher responsible for each group of students must have a list of the students with him / her at all times during the visit.
10. All student groups must be in front of the teacher responsible for them at all times.
11. In case students have a picnic lunch during the visit, they must clean up each piece of litter from the scene.
12. No student may go to the washrooms alone.
13. It must be ensured that all students exhibit an appropriate level of culture at all times.
14. Students must be aware of respecting the privacy of people they encounter during the trip.
15. At the end of the trip, two students may be selected to thank
 - those who have guided them at the site / museum
 - the coach driver
 - the teachers accompanying them
 - the Head of the school for the opportunity to visit a heritage site.



VISIT

If you want to visit Taxila, you need some mode of transport for a day, because the sites are spread out over a large area.

- ✎ At most sites you can hire a local guide who will gladly show you the highlights.
- ✎ The museum is well laid out and has a splendid collection of ancient coins, which is sometimes closed. You may ask one of the guards for the key.
- ✎ The guards can also guide you through the museum on request.



STUDENT ACTIVITY

SHEET # 5



INVESTIGATING A MUSEUM OBJECT

Name of the Student: _____ Date of Visit: _____

Period / Civilization: _____

Name of Object: _____

Questions and Observations.

ASPECTS TO BE OBSERVED	QUESTIONS	OBSERVATIONS	YOUR QUESTIONS FOR FURTHER RESEARCH
Function:	Why was it made? What was it used for? E.g. Personal Social Commercial Religious purposes Any other		
Material and Construction:	What is it made from? How was it made? E.g. was it made by: Molding Carving Cutting Building Any Other		
Description: Design and Physical Features	Describe it: What does it look like? What is the scale? What is the colour and texture? What is the shape and form? Is it flat, in the round, in relief? Any other observation.		



OBJECT-1



STUDENT ACTIVITY

SHEET # 6



INVESTIGATING A MUSEUM OBJECT

Name of the Student: _____ Date of Visit: _____

Period / Civilization: _____

Name of Object: _____

Questions and Observations.

ASPECTS TO BE OBSERVED	QUESTIONS	OBSERVATIONS	YOUR QUESTIONS FOR FURTHER RESEARCH
Function:	Why was it made? What was it used for? E.g. Personal Social Commercial Religious purposes Any other		
Material and Construction:	What is it made from? How was it made? E.g. was it made by: Molding Carving Cutting Building Any Other		
Description: Design and Physical Features	Describe it: What does it look like? What is the scale? What is the colour and texture? What is the shape and form? Is it flat, in the round, in relief? Any other observation.		



OBJECT-2



STUDENT ACTIVITY

SHEET # 7



INVESTIGATING A MUSEUM OBJECT

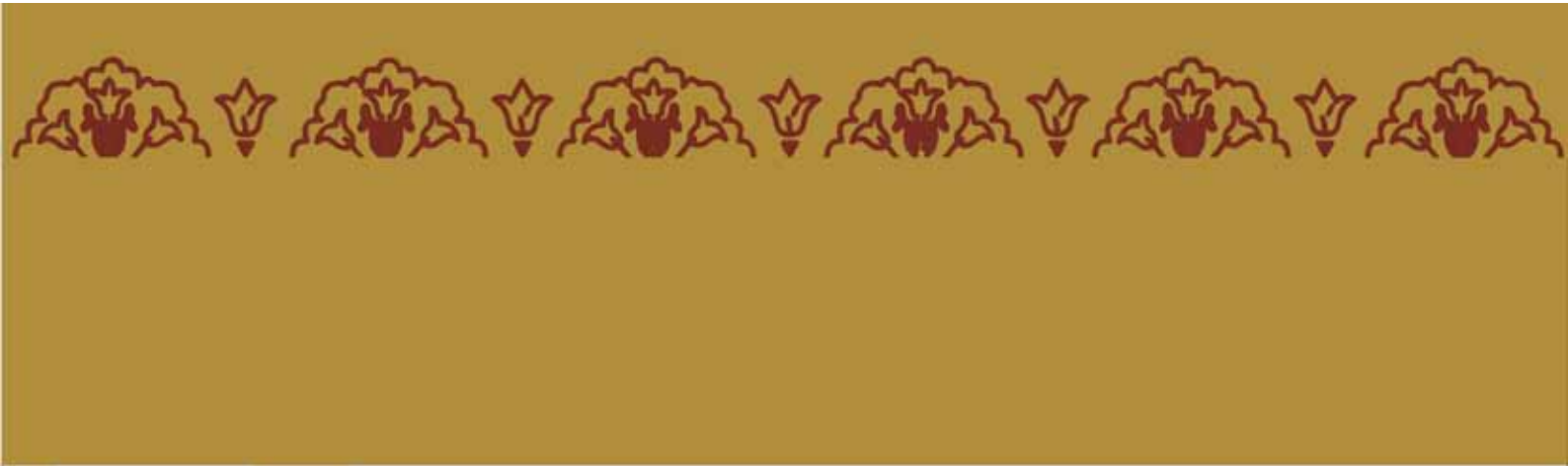
Name of the Student: _____ Date of Visit: _____

Period / Civilization: _____

Name of Object: _____

Questions and Observations.

ASPECTS TO BE OBSERVED	QUESTIONS	OBSERVATIONS	YOUR QUESTIONS FOR FURTHER RESEARCH
Function:	Why was it made? What was it used for? E.g. Personal Social Commercial Religious purposes Any other		
Material and Construction:	What is it made from? How was it made? E.g. was it made by: Molding Carving Cutting Building Any Other		
Description: Design and Physical Features	Describe it: What does it look like? What is the scale? What is the colour and texture? What is the shape and form? Is it flat, in the round, in relief? Any other observation.		



OBJECT-3



STUDENT ACTIVITY

SHEET # 8



Sites and Localities

OBSERVATIONS OF A HERITAGE SITE

Name of the Student: _____ Date of Visit: _____

Name of Site or Locality: _____

Period / Civilization: _____

ASPECTS TO BE OBSERVED	QUESTIONS	OBSERVATIONS	YOUR QUESTIONS FOR FURTHER RESEARCH
Function:	Why was it made? What was it used for? E.g. Personal Social Commercial Religious purposes Any other		
Material and Construction:	What is it made from? How was it made? E.g. was it made by: Molding Carving Cutting Building Any Other		
Description: Design and Physical Features	Describe it: What does it look like? What is the size, the shape and form? What is the colour and texture? Does it have smell, sound? Any other observation.		

STUDENT ACTIVITY

SHEET # 9

FURTHER OBSERVATIONS AT A HERITAGE SITE

1. Make a list below of the damage done to the heritage site of Taxila by careless and unthinking people:
 2. Make a list below of the damage done to the site due to neglect by the authorities who are meant to care for historical buildings:
 3. Make a list below of bad planning if any in the Taxila area by city developers:
 4. Point out areas where the building / remains need to be repaired:
 5. Point out places where litter was found in or near the site:
 6. Were there garbage disposal arrangements available at the site? Explain.
- ➔ Write a letter to the Editor of a newspaper in which you discuss various aspects of the site and the places in it that you feel are in danger of being destroyed. Suggest ways in which it can be saved and comment on why you think it should be saved.

ART ACTIVITY



OBJECTIVES:

- To enable students and teachers to acknowledge others' strengths
- To enable students to realize the benefits of working in a group
- To enable students to give expressions to their creative thoughts through their art work
- To help students develop knowledge and understanding of new trends in tourism.

RESOURCES:

- White boxboard sheets, one for each group of three students
- Markers or crayons.

INSTRUCTIONS FOR TEACHERS:

- Group students into groups of three.
- Give each group white boxboard sheets, markers or crayons.
- Make photocopies of photographs of Taxila (from the Resource Kit).
- Explain to students that they have to design and make a poster in which they would promote Taxila as a tourism site and develop slogans for it.
- Encourage students to make very colorful posters (fill up all white spaces with color) and use various styles, mediums and themes for their art work.
- Display the posters in common school areas or on Open Days and at special events.







J AULIAN TEMPLE: VIEW

One can imagine the beautiful stupa court when it was all painted and gilded. The monastery court is surrounded by monks' cells with the shallow water tank in the middle. There was originally a second floor reached by the stone stairs with more cells for the monks. Another interesting feature of the plan is the space for assembly hall, kitchen, store room, bath room and refectory.

ENVIRONMENT

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

CREATING ENVIRONMENTAL AWARENESS



OBJECTIVES:

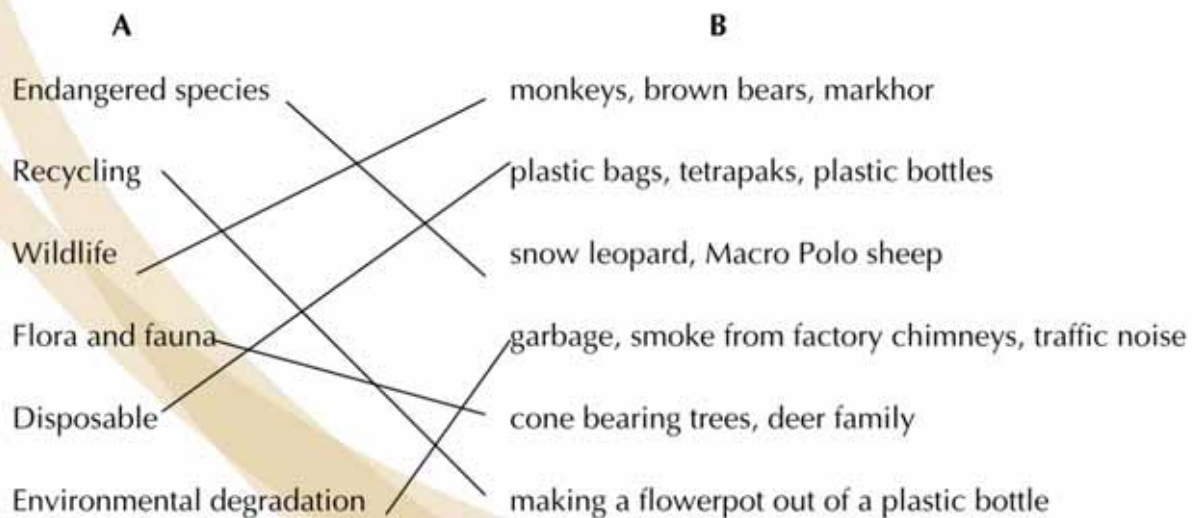
- To enable students to become aware of major concepts relating to the environment, such as biodiversity and sustainable development
- To enable students to understand the meaning of terms used in the context of the environment
- To enable students to relate issues of the environment with situations that need to be dealt with.

INSTRUCTIONS TO TEACHERS:

- Read out the attached notes on biodiversity/sustainable development.
- Photocopy Student Activity Sheet#10 for each student.

- Write the words relating to the environment (some are underlined in the notes) on the chalkboard.
- From the vocabulary list explain the meanings to the class.
- To reinforce vocabulary, take a quick oral test in the class.
- Introduce the class to the matching activity on Student Activity Sheet # 10.
- Students should work individually and draw lines between matching phrases in columns A and B.
- Teachers should provide correct answers (given below)to the class at the end of the activity.

ANSWERS TO MATCHING ACTIVITY (ONLY FOR TEACHERS)



NOTES ON BIODIVERSITY / SUSTAINABLE DEVELOPMENT

ECOSYSTEMS:

Pakistan is a country with diverse ecosystems, which stretch from the coastal areas of the Arabian Sea, to the mangrove forests inland, to the flooded grasslands, to the flood plains of the five rivers, to the temperate forests of the western Himalayas and to the towering mountains of the Hindu Kush, Karakoram and Himalayas.

BIODIVERSITY:

Pakistan is one of the most fortunate countries of the world in terms of biological diversity, often called biodiversity, as there all kinds of flora, fauna and ecosystems that exist here.

SUSTAINABLE DEVELOPMENT:

When natural resources such as oil, coal, water, soil, trees, etc. are used carefully by considering that these resources have not only to be used in the present but for future generations, we call it sustainable development.

THREATS TO BIODIVERSITY:

During the last few decades, Pakistan has undergone careless misuse of its abundant resources. Due to this, these resources are finishing off or being degraded. Following are some of the threats to biodiversity:

- **Mismanagement and wastage of water:** The increase in population, water mismanagement and its wastage in agriculture, industry and in commercial and domestic usage results in fresh, clean water becoming scarce. The danger of this precious resource becoming less and less looms large.
- **Industrialization** is being carried out without regard to any set standards for protection of the

environment. Due to the poisonous chemicals, the smoke given out by factory chimneys is heavily poisoned. Chemical waste materials are thrown into lakes, streams and rivers, which threaten species that exist in water and also pollute soil.

- **Deforestation** or cutting down of trees and forests for firewood and timber and to make way for human settlements is being carried out for profit and greed. Forests are the “lungs” of the earth, taking in carbon-dioxide and giving out oxygen. This keeps the balance of life on earth. If they are cut down, the earth’s atmosphere becomes endangered, as more carbon dioxide is released into the air.
- **Urbanization** means when people move from villages to the cities in search of livelihoods and a better standard of life. However, this increase in the population in the cities puts a burden on all the resources that are available there and adds to pollution. The following kind of pollution is increased:
 - Air pollution:** caused by smoke from factories, transport vehicles, burning rubbish and from factory chimneys
 - Noise pollution:** caused by honking of horns, vehicles without silencers, loud music, people talking loudly
 - Water pollution:** caused by factory, domestic and hospital waste flowing into rivers, streams and ponds; leaking water pipes especially when they are close to sewerage pipes; lead pipes carrying drinking water.

This pollution causes biodiversity to be threatened.

STUDENT ACTIVITY

SHEET # 10



No.	Words	Meanings
1	Biodiversity	The number or variety of living things found within a certain area
2	Climate change	Changes in climate or weather over a period of time
3	Conservation of natural heritage	Using natural resources wisely and carefully so they do not get degraded
4	Deforestation	To cut down and clear away trees and forests
5	Disposable	Any item or product that is cheap and provides quick convenience rather than being durable
6	Ecosystems	A collection of living things and the environment in which they live
7	Endangered species	A species of any living things which are in small numbers and in danger of becoming extinct (or finishing off)
8	Environmental degradation	When air, water and soil get depleted and ecosystems and flora and fauna get destroyed
9	Flora and fauna	Plant life and wild life (groups of plants or animals)
10	Habitat	The place or type of site where a plant or animal naturally lives or grows
11	Recycling	To be suitable for further use or to be able to be used again in a new way
12	Stone quarrying	To take out stone by blasting it with dynamite from a mountain side
13	Sustainable development	Development which balances the interest of the present with the protection of the interests of future generations
14	Wildlife	Undomesticated or untamed animals living in the wild, including animals that are hunted for food, sport or profit

MATCHING ACTIVITY

A

Endangered species

Recycling

Wildlife

Flora and fauna

Disposable

Environmental degradation

B

monkeys, brown bears, markhor

plastic bags, tetrapaks, plastic bottles

snow leopard, Macro Polo sheep

garbage, smoke from factory chimneys, traffic noise

cone bearing trees, deer family

making a flowerpot out of a plastic bottle

DEALING WITH AN ENVIRONMENTAL ISSUE

OBJECTIVES:

- ☞ To enable students to become aware of issues that effect their environment
- ☞ To develop in students the understanding of how human activity effects the environment
- ☞ To enable students to develop the capacity for creating solutions to issues that negatively impact the environment
- ☞ To enable students to prepare a presentation on an environment issue in order to resolve a conflict.

INSTRUCTIONS FOR TEACHERS:

1. Photocopy Student Activity Sheets # 11 and 12 for each student.
2. Read out the notes on Students Activity Sheet # 11 to students.
3. Divide the class into groups giving each group one of the numbered group of questions.
4. Groups should discuss their questions, keeping in view the given explanations.
5. The groups should then be asked to have a discussion. They should select a student to explain the answers to the questions.
6. One or two students from each group should be selected by the group to present the issue before the class, taking clues from 'How to make a presentation' from Student Activity Sheet # 12.
7. To facilitate yourself read 'Solutions to environmental threats to Taxila and Margalla National Park' to ensure a positive outcome.



STUDENT ACTIVITY

SHEET # 11



STONE CRUSHERS OF MARGALLA NATIONAL PARK

- ⌘ Margalla Hills, near Islamabad, are a part of the Margalla National Park. This national park is owned and managed by the government and is set aside for recreation and enjoyment. National parks are protected from development activity by law.
- ⌘ The purpose of national parks is to conserve the natural beauty, wildlife and the cultural heritage of the area. The ancient heritage sites of Taxila are nearby and are threatened by continuing stone quarrying. Stone crushers are working in several areas of the Margalla Hills, which are areas of great scenic beauty. Due to the stone crushers' activity, hills after hills have disappeared and the area seems like a wasteland.
- ⌘ In the Margalla National Park, although stone quarrying and crushing provide jobs to ten thousand individuals, yet the threats and hazards to these very people, the local population and to the ecosystem are too great to be ignored.

QUESTIONS FOR GROUPS

1. What is stone quarrying and crushing?

- Stone quarrying is done by blasting mountainsides with dynamite to break off large pieces of rock.
- Stone crushing is done to break these big rocks into smaller pieces for making cement and gravel.
- Cement and gravel are used for building roads and in the construction of buildings.
- Margalla Hills stone crushers supply raw material for a cement factory nearby and for construction all over the country.

2. How is stone crushing done?

- Mountainsides are dynamited to break off big pieces of rock.
- Workmen hammer the rock into smaller pieces.
- These pieces are put through a machine or stone crushing plant which further breaks them up.
- The gravel (or small pieces of stone) is then transported by trucks to the nearby cement factory and to construction sites and to places where roads are being built.

3. What are the threats to the environment?

- Dust created by blasting the hills with dynamite remains in the atmosphere, creating air pollution.
- The noise created by the dynamite explosions in the area creates damage to the ecosystem.
- The destruction of the habitat of various species causes loss of flora and fauna and is a threat to biodiversity.
- Removing the rocks from hillsides causes the hills to be destroyed which causes damage and complete destruction of the ecosystem of the national park.

4. What are the dangers to human health?

- Respiratory diseases may occur in the area, due to dust being breathed in by people.
- Tuberculosis may be caused because of the overlying dust being breathed into the lungs.
- Hearing problems may arise due to the blasting of dynamite.
- There is a risk of serious injuries and accidents being caused to workmen due to falling rock.
- Stress caused by the chaos, dust and unsightliness in the environment of the area may result in psychological problems including depression.

5. How are the heritage sites of Taxila effected by the stone crushing activity?

- The vibrations caused by the dynamiting or blasting can cause the structures and foundations of the site to become loosened.
- The dust created by the activity can settle in the joints of the site buildings and cause them to corrode over time.

Solutions to environmental threats to Taxila and Margalla National Park



- ⌞ Stone quarrying should be banned immediately in the area.
- ⌞ Trees and shrubs should be planted by the Environmental Protection Agency on the remaining hillsides.
- ⌞ Plant and animal species that might have disappeared should be brought back for biodiversity.
- ⌞ Domestic tourism should be promoted in order to provide jobs to the workmen from the stone quarries.
- ⌞ Workmen in the stone crushing industry should be encouraged and assisted financially (by giving them small and easy loans) to set up craft workshops in groups in order to promote the local crafts and produce copies of items from the heritage sites for sale.

STUDENT ACTIVITY

SHEET # 12



HOW TO PREPARE A PRESENTATION

By now, you know many facts about stone-quarrying to create awareness and present the case for saving the Margalla National Park to your class.

In the groups you have been assigned, prepare a presentation, according to the guidelines given below. Here is an outline to help you prepare your presentation:

✦ **Your topic:**

Saving the Margalla National Park and its surrounding by putting a stop to stone quarrying.

✦ **Introduction:**

Here is where you are going to say that stone quarrying should stop in the Margalla National Park, and why it is important that it should.

✦ **Collecting facts:**

You have already been given facts to think about and you can collect some more from newspapers, magazines, books and the internet. Based on the facts, you can prepare an impressive presentation and try to convince people about the harm done by stone quarrying, and why it should be stopped.

Some questions you might need to answer during the presentation:

- a. How do stone quarrying and crushing create air and noise pollution?
- b. How do stone quarrying and crushing affect the biodiversity of the area?
- c. In what ways can stone quarrying and crushing damage the cultural heritage site of Taxila?
- d. How do stone quarrying and crushing affect the health of the stone crushers and the local people?
- e. If stone quarrying is stopped, what kinds of livelihood or jobs can the workmen who work there be provided instead?
- f. What can you and I do to stop stone quarrying and crushing in the Margalla National Park? What kind of campaign can be conducted for this? (You can prepare posters, brochures, etc.)
- g. What can the government do to stop the stone quarries from functioning?

Acknowledgment: Kaleidoscope, Simorgh Human Rights Project



Sirkap: shrine of the double headed eagle illustrates the typical Greek and Indian spirit in the handling of its ornamentation. Between the Corinthian pilasters on the square base and reliefs of architectural monuments with decorated niches, between them including a representation of a classical Greek pedimented front. The strong Hellenistic influence is visible in the classical facade. In the centre it has a chaitya arch or ogee arches like Bengal roofs, and the last one is torana, an ornamented gateway, similar to those seen at Mathura and Sanchi in India.

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.

THE NOBLE EIGHTFOLD PATH



OBJECTIVES:

- ✦ To enable students to understand that each society provides a code of ethics for living together peacefully and harmoniously
- ✦ To create an awareness in students that even ancient societies had expectations of its citizens to behave in a rational and responsible way.

INSTRUCTIONS FOR TEACHERS:

1. Read the material on the Noble Eightfold Path carefully.
2. Explain the teachings of Buddha to the class in

simple language.

3. Make photocopies of Situations 1,2 and 3 and give them out to each student.
4. Guide students to develop three role plays based on each of the given situations encouraging them to apply the principles of the Noble Eightfold Path.



NOBLE EIGHTFOLD PATH

Resource Material For Teachers

THE NOBLE EIGHTFOLD PATH

The Noble Eightfold Path describes the way to the end of suffering. Sidharta Gautama (Buddha) laid out this path after years of agonizing and meditating over the sufferings of mankind. It is a practical guideline to ethical and mental development. The followers of Buddhism are expected to attain the following attributes during their life:

- ≪ The greatest achievement is selflessness.
- ≪ The greatest worth is self-mastery.
- ≪ The greatest quality is seeking to serve others.
- ≪ The greatest precept is continual awareness.
- ≪ The greatest medicine is the emptiness of everything.
- ≪ The greatest action is not conforming to the world's ways.
- ≪ The greatest magic is transmuting the passions.
- ≪ The greatest generosity is non-attachment.
- ≪ The greatest goodness is a peaceful mind.
- ≪ The greatest patience is humility.
- ≪ The greatest effort is not concerned with results.
- ≪ The greatest meditation is a mind that lets go.
- ≪ The greatest wisdom is seeing through appearances.

Atisha (11th Century Buddhist Master)

The Noble Eightfold Path together with Four Noble Truths constitutes the gist of Buddhism.

A Summary of the Noble Eightfold Path

1. Right View

Right view is the beginning and the end of the path. It simply means to see things as they really are. It means

to see things through and understand the imperfect and temporary nature of worldly objects and ideas.

2. Right Intention

Buddha explains three types of right intentions:

- ≪ The intention to show resistance to the pull of desires.
- ≪ The intention of goodwill, i.e. putting up resistance to feelings of anger and hatred towards others.
- ≪ The intention of harmlessness, meaning not to think or act cruelly, violently or aggressively and to develop compassion.

3. Right Speech

The importance of speech in the context of Buddhist Ethics is obvious: words can break or save lives, make enemies or friends, start war or create peace. Right Speech in Buddhism means:

- ≪ To abstain from false speech and not to tell lies.
- ≪ To abstain from slanderous speech and not to use words hatefully against others.
- ≪ To abstain from harsh words that offend or hurt others.
- ≪ To abstain from meaningless, idle chatter that lacks purpose or depth.

(Positively phrased, this means to tell the truth, to speak gently and to talk only when necessary.)

4. Right Action

Positively phrased, right action means to act kindly and compassionately, to be honest and to respect the belongings of others. It also means to abstain from taking life and to abstain from taking that which is not given, which includes stealing, fraud and taking bribe, etc.

5. Right Livelihood

Right livelihood means that one should earn one's living in a righteous way and that wealth should be gained legally and peacefully.

6. Right Effort

Right effort paves the way for all the other principles of the path. Effort is in itself an act of will, without which nothing can be achieved. Mental energy is the force behind right effort. Negative mental energy fuels greed, violence and aggression whereas positive mental energy directs one's efforts towards self-discipline, honesty and kindness.

7. Right Mindfulness

It is the mental ability to use things with clear consciousness. Right mindfulness is based on clear perception and it interprets impressions without getting carried away. According to Buddha, there are four foundations of right mindfulness:

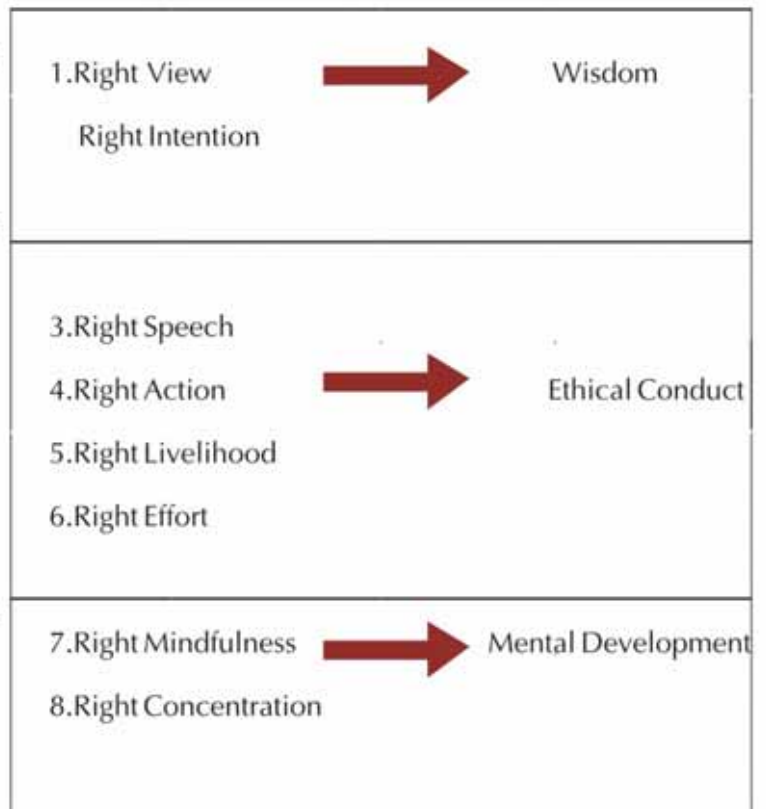
- ≪ Contemplation of the body
- ≪ Contemplation of feelings (repulsive, attractive or neutral)
- ≪ Contemplation of the state of mind
- ≪ Contemplation of phenomena.

This refers to the development of a mental force that occurs in natural consciousness. It means one-pointedness of mind, meaning a state where all mental faculties are unified and directed onto one particular object.

8. Right Concentration

The Buddhist method of choice, to develop right concentration, is through the practice of

meditation. Through practice one can apply high levels of concentration in one's daily life also.



SITUATION 1

A villager called Bhir finds an extra goat in his herd. He thinks that it belongs to his neighbour, Mohra, but when nobody comes looking for it, he allows the goat to stay in the herd and lets it eat the feed in his yard. Mohra comes after a while and starts accusing his friend of stealing his goat. People in the community stop talking to Bhir and turn their backs on him.

Bhir gets so angry at being called a thief that he decides to tell people that Mohra is too stupid and careless to keep the goats. Now the community is divided. Some people support Mohra and some Bhir. There is a lot of animosity among the people, and they say unkind and cruel things about each other.

- ☞ You, as a monk, are well regarded and respected by the community. People ask you to act as a mediator. You are not happy about the division in the community so you accept to mediate.
- ☞ What suggestions / advice would you give to Bhir and Mohra to resolve their differences in a peaceful way?
- ☞ As a monk, how would you demonstrate the wisdom of
 - a) 'right speech'
 - b) 'right action'?



SITUATION 2

There is a large crowd of people at the village well. Everyone is taking turns to draw water. One of the women gets impatient and pushes the girl in front of her who has just filled her pitcher with water. The girl loses her balance and drops the pitcher which gets broken. The girl is very angry and raises her arm to hit the woman.

You, a monk, are standing close by and decide to intervene. You know that as a spiritual leader you have the authority to resolve conflicts of this nature.

- ◀ How can you worsen the situation further by using your influence unfairly and partially?
- ◀ How can you control the situation by exercising the principles of
 - a) right intention
 - b) right speech
 - c) right action?



SITUATION 3

The harvest has been bad this year. There is a shortage of food in the city of Sirkap. The city management decides to ration the food. You are made in-charge of the Food Distribution Program.

People trust you to be fair in distributing food .Your close friends from the University of Jaulian come and demand to be given more than their share of grain.

You know that if you agree to their demand it would be unfair to others. But at the same time you don't want to make them angry.

- ⚡ How would you convince them gently by reminding them about the principles of
 - a) right livelihood
 - b) right action?



GUIDELINES FOR ROLEPLAY



A role play is a little drama performed by students. When students assume the role of a character, only minimal costumes may be used to indicate who they are. Sets, too, may either not be used or only used sparingly. A visual enactment deepens the understanding of the concept or issue.

Students can perform the role play by:

- ✦ Inventing or preparing their own dialogue on the spot or earlier
- ✦ Being given the opportunity to perform
- ✦ Interacting with other characters of the role play
- ✦ Being creative and innovative themselves and teachers not having to impose their opinions on them

Teachers can:

- ✦ Provide mentoring and encouragement if the role play is not going according to expectations
- ✦ Ensure that the central issue in the role play is discussed after role play ends
- ✦ Ensure that each role play does not exceed the given time limit
- ✦ Ensure that it becomes a joyful learning experience for students.



QUIZ ON TAXILA



OBJECTIVES:

- ≠ To expand on students' knowledge about Taxila
- ≠ To enable students to become aware of their own cultural heritage based on a knowledge of the history of their area
- ≠ To enable students to develop pride in their own cultural identity
- ≠ To enhance comprehension skills in students.

INSTRUCTIONS FOR TEACHERS:

1. Make photocopies of 'Facts about Taxila' for each student and distribute them in the class.
2. Reading of the 'Facts about Taxila' may be done by the teacher and then by groups of students.
3. Students should be allowed to refer to the 'Facts about Taxila' for the Quiz Activity.
4. Photocopies of the Student Activity Sheet #13 may be distributed and students asked to complete it.
5. At the end of the Quiz activity teacher may ask class to provide correct answers and students may tally them accordingly.



Resource Material

FACTS ABOUT TAXILA



Our country Pakistan has a very rich cultural heritage. Some of the first civilizations existed here and thereafter, people from far away lands came in through the Khyber Pass hundreds of years before Christ (BCE) and it became a melting-pot of some of the world's great cultures. Evidence of one such culture is the site of Taxila. The Taxila valley lies in the Potowar Plateau.

Taxila which was probably founded in the second century BCE is a small town that lies on the road to Peshawar, 30 kilometers from Islamabad. Let us take a peep at what Taxila has to offer us as an important milestone in our heritage. Takshasila, which means the city of black stones, is important because it lay on the trade routes to the west and central Asia.

Alexander the Great of Greece was one of the invaders who entered the sub-continent through the north – western passes. The Greeks changed the name of Taskshasila to Taxila because it was easier for them to pronounce and that is how we know it today. Roughly a hundred years after the entry of Alexander the Great into the Indo-Pak subcontinent, the religion of Buddhism began to spread here.

Gautama was a Hindu prince who lived a life of great luxury. However, seeing human suffering and the injustices in the society, he was determined to spread the Truth. He left his palace and due to his meditation and teachings earned the title of Buddha.



According to Buddha, reaching a state of Eternal Happiness (called Nirvana) could be achieved by following the Noble Eightfold Path. The Noble Eightfold Path requires that we show right action, right speech and right behaviour. It also includes right thoughts, right understanding and right meditation. This leads to right efforts and right minds. The second major city of Taxila was Sirkap, founded in 200 BCE by the Greeks who had come there from Bactria, which is the old name for the region between the river Oxus and Kabul or northern Afghanistan. Sirkap was a very well-planned city.

The main street ran the length of the city with shops and stupas or shrines and temples on each side. Side lanes ran off the main street and led to people's houses. The palace lay at one end of the main street, a very pleasing arrangement indeed. The city of Sirkap was well-planned. It is well known because the university of Takshasila was located here at Jaulian and is the oldest university in the world.

Buddhism spread in our northern region and at the university, many subjects including philosophy, religion, literature, language, mathematics, political science, medicine and military science were taught and students from far off lands in West Asia and China came to study.



The style of the buildings and carvings that have been found in the Taxila region have Greek, Roman, Central Asian and Persian influences, and combined with local influences, they support seven centuries of Buddhist tradition. If we visit the museum at Taxila, we can see the pottery, coins and jewelry that were made and used by the people of that time.

Taxila is a symbol of the many nations and people who have come through our land and left a mark on our cultural heritage to make it a vibrant backdrop to our history. We must conserve this important treasure as it reflects our cultural identity. Taxila represents for us a community that was based on peace, goodwill and the search for knowledge.

**The world is our inheritance. It is mine and yours
and ours too. So let us look after it well for the
nations of tomorrow.**

STUDENT ACTIVITY SHEET # 13



Name: _____

Date: _____

Class: _____

Read the facts about Taxila and then complete the Activity Sheet. Tick the box with the correct answer.

1. People from far away lands came into Pakistan through

- The Potowar Plateau
- Khyber Pass
- Taxila

2. 'Takshasila' means

- Trade route
- Milestone
- Black stones

3. Alexander the Great entered the sub-continent through

- Taxila
- The north western passes
- Greece

4. Gautama wanted

- A life of great luxury
- To spread the Truth
- A life of suffering

5. The Noble Eightfold Path could lead to

- Meditation
- Buddha
- Nirvana

6. Sirkap was in

- Taxila
- Bactria
- Kabul

7. At the end of Sirkap's main street lay

- Houses
- The palace
- Shops

8. One of the oldest universities in the world was at

- Jaulian
- China
- Persia

9. Buildings and carvings in Taxila were influenced by

- West Asia
- Greece
- China

10. Taxila is a symbol of

- An ancient cultural heritage
- Peace and goodwill
- Search for knowledge
- Seven centuries of Buddhist tradition



HANDOUT 3



RUBRIC FOR EVALUATION

Name of the Student -----

Teacher to fill out the following rubric for each 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					
Listens 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

When students complete this project, they will be able to understand:

- ✎ that we have a common heritage with the rest of the world
- ✎ that all religions and cultures aim for positivity in individuals and in the society
- ✎ that heritage sites have vibrant histories
- ✎ that the cultural heritage of Pakistan is what enriches us as a nation
- ✎ that heritage sites need to be conserved in order to put our own identity into perspective
- ✎ that we as Pakistanis have a rich cultural heritage.





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