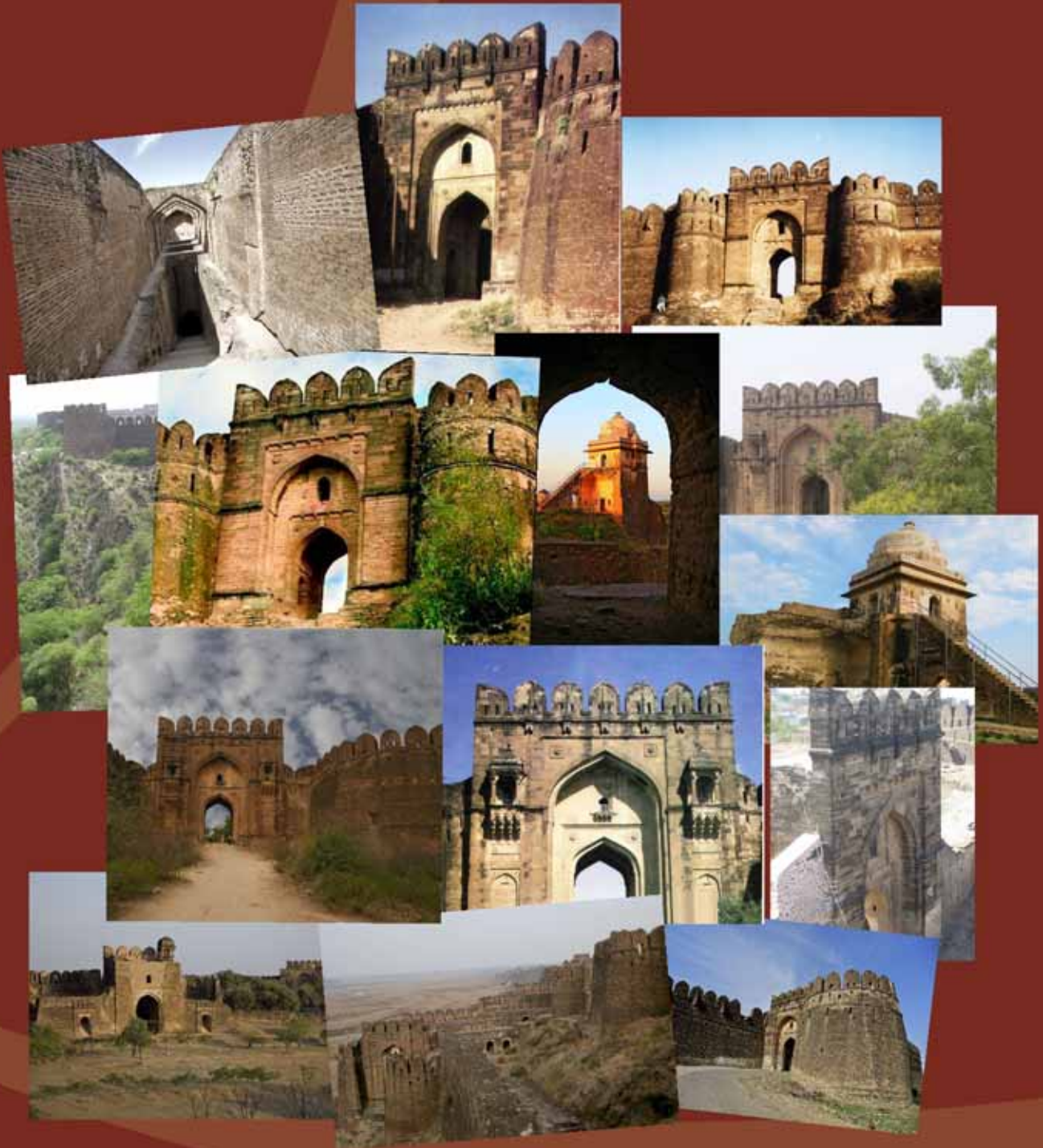


PROJECT ROHTAS



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



CONTENTS



1. Project Objectives
2. Lesson Objectives
3. Websites, skills required, required materials
4. Preparation
5. Practice and Process
6. Performance
7. Project Assessment Strategy
8. Resource material: Rohtas Fort
9. Handout 1: Why take an interest in heritage?
10. Handout 2: Heritage vocabulary
11. Introductory Activity: KWHL
Student Activity Sheet # 1

IDENTITY

12. Gates of Rohtas Fort
Student Activity Sheet # 2
Gates and other features of Rohtas Fort

TOURISM

13. Facelifting Rohtas Fort
Patrimonitos Visit to Rohtas Fort
Student Activity Sheet s # 3, 4, 5, 6, 7 and 8
14. Street Theatre
15. Architectural Legacy
Distinct features of our Architectural Legacy
Student Activity Sheets # 9, 10, 11, 12, 13, 14, 15 and 16

ENVIRONMENT

16. Baolis of Rohtas Fort
Resource notes: Baolis of Rohtas Fort
Student Activity Sheet # 17
17. Water Conservation
Student Activity Sheets # 18, 19 and 20
Activity D

CULTURE OF PEACE

18. Sher Shah Suri: A great administrator
Resource Notes: Sher Shah Suri
Student Activity Sheet # 22
Election campaign of Sher Shah Suri
19. Art Activity
20. Handout 3: Rubric for Evaluation
21. Project Outcomes



TEACHERS RESOURCE KIT
HERITAGE IN YOUNG HANDS

PROJECT ROHTAS FORT

PROJECT OBJECTIVES

PROJECT ROHTAS FORT

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

The students will investigate and develop in-depth knowledge of Rohtas Fort through Project Based Learning.

Lesson objectives are developed on cognitive, affective and psychomotor domains, to develop students holistically through an inter-disciplinary and integrated approach for meaningful learning.

KNOWLEDGE

Identity:

To enable students to develop knowledge and understanding of the cultural site of Rohtas Fort reflecting strong cultural influences.

Tourism:

To help students develop their knowledge to create improvements in heritage sites for more effective tourism.

Environment:

To encourage students to link their heritage with the present day in terms of sustainable development.

Culture of peace:

To help students link modern day architecture with their architectural legacy.

SKILLS:

Identity:

To enable students to develop an appreciation of their history.

Tourism:

To enable students to develop skills for organizing tourism at heritage sites by also focusing on the surrounding environment.

Environment:

To encourage students to participate in the process of creating sustainability for a non-scarce future.

Culture of peace:

To help students recognize the merits of participating democratically in political and civic life.

ATTITUDES:

Identity:

To encourage students to identify their society's prevailing values and the roots of these values.

Tourism:

To enable students to understand the need to introduce new and interesting ideas for the amusement of tourists conducive to heritage appreciation.

Environment:

To encourage students to develop strong conservation ethics and responsibility for the environment.

Culture of peace:

To enable students to assume responsibility of giving careful thought to people's positions (in a political process) on various issues that effect them.

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/>

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 Rohtas Fort.
- ✍ **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
1. Discuss why study about Heritage?	The teacher will generate a discussion on: why take an interest in world Heritage? Simultaneously, make a cluster of children's output. (Handout 1)	Takes an hour
2 . Discuss the topic Project Rohtas Fort <ul style="list-style-type: none"> • Introductory Activity: KWHL Chart • Student Activity Sheet # 1 	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 Rohtas Fort or the Museum. A great way to capture interest is to include a joke, fable, or story about Rohtas. Many students begin to relate to the lesson ONLY when they are engaged in group discussion.	Takes an hour
3. Discuss lesson rubric.	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.)	10 – 15 Minutes
4. Prepare for your project.	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.	20 minutes

PRACTICE AND PROCESS

ACTIVITY	INSTRUCTOR NOTES	Estimated Time
1. Gates of Rohtas Fort	<ul style="list-style-type: none">• Make photocopies of Student Activity Sheet # 2 for each student.• Make photocopies of 'Gates and other features' of Rohtas Fort for each student and ask them to read the short notes on them• Facilitate students in matching the numbers on the sketch map of Rohtas Fort in Student Activity Sheet # 2 with the numbers on the "Gates and other features."• Guide students to write the names of the gates and other features from the list given next to the matching numbers on the sketch in Students Activity Sheet # 2. Names should be written neatly and in straight lines.	

2. Facelififting Rohtas village

- PATRIMONITO'S Visit to Rohtas Village
- Student Activity Sheet # 3, 4, 5, 6 and 7
- Student Activity # 8

- Divide the class into groups.
- Make photocopies of Patrimonito's account of his visit to the Rohtas Fort for each group.
- Read out the account of the visit to the class.
- Make photocopies of Student Activity Sheets # 3, 4, 5, 6 and 7 for each group.
- Students should complete all activity sheets.
- Make photocopies of Student Activity Sheet # 8 for each student and ask them to complete it.
- Study the photograph carefully and answer the questions given.
- Now that you have observed the various aspects of Rohtas Village, you are now in a position to give proposals that would help to make this village a tourist attraction.

3. Street Theatre

- Divide the class into groups of nine students each.
- Read out the content of the box entitled 'What is street theatre?'
- Guide students to create a story (with humorous content) about any aspect of their heritage i.e. legends, folklore and poetry keeping in view the guidelines contained in the box.



4. Architectural Legacy

- Pictures of buildings from pre - Mughal to modern times
- Distinct features of our architectural legacy

- Make a soft board display of the pictures of buildings representing architecture found in Pakistan from pre Mughal to modern times in the resource kit, insuring that the sequencing is clearly adhered to.
- Divide the class into groups.
- Make photocopies of the set of pictures and the list of features of our architectural heritage for each group.
- Explain the captions beneath each picture to students.
- Each group should closely examine the names of building features and their drawings from the list provided.
- Ask each group to match the features from the list to those on the pictures of the buildings.
- On the pictures of buildings, each group should write the corresponding number of the feature from the list distinctly with markers

Baolis of Rohtas Fort
• Student Activity Sheet # 17

- Read out notes on Baolis of the Rohtas Fort and discuss the important features of baolis with Students.
- Make photocopies of resource notes on Baolis of the Rohtas Fort and Student Activity Sheet # 17 for each student and ask them to complete the activity.

Water Conservation

- Student Activity Sheet # 18, 19 and 20

- Activity A:
The Crisis

- Activity B:
The Solution

- Activity C: The Policy

- Activity D:
The People

- Make photocopies of Student Activity Sheet # 18, 19 and 20 and Activity D for each student.
- Explain to students that the issue of water conservation has to be dealt with on emergency basis.
- In this activity they will
 - identify the **crisis**
 - attempt to create a **solution**
 - formulate a **policy**
 - involve the **people** in implementing policy.
- Facilitate students to read the contents of The Crisis in Student Activity Sheet # 18 and ask them to complete the activity that follows.
- In The Solution discuss contents of Box # 1 with students.
- Ask them to complete Box # 2
- Discuss Graph # 1 on the Activity Sheet with students, explaining the bar graph in detail and comparing it to the contents of Box # 1.
- Ask students to complete Graph # 2 based on the contents of Box # 2.
- In The Policy read out notes on Rain Water Harvesting in Student Activity Sheet # 20 to students.
- Discuss with the class how rain water can be collected from roof tops.



	<ul style="list-style-type: none">• Brainstorming should be conducted on ways of using the rainwater collected from the roof tops by writing student responses on the chalkboard in a cluster formation.• Class would be divided into groups and each group would make five accordion albums each.• Teacher will facilitate students in each group to make accordion albums according to the instructions given.	
Follow – up:	<ul style="list-style-type: none">• Each group should present all five of their accordion albums to five homes in their neighborhoods.• Group members who deliver each album should make the following requests to the residents of each home:<ul style="list-style-type: none">- display the accordion album in the family’s common living areas for all to see- take notice of the advice given on each fold of the accordion album and try to follow it.• All students need to follow the advice they are giving in their own homes before requesting others to do so.	

7. Sher Shah Suri: A great administrator

- Resource Notes on Sher Shah Suri
- Student Activity Sheet # 22
- Election Campaign of Sher Shah Suri

- Before starting the activity, teacher should be familiar with the resource notes on Sher Shah Suri.
- Make photocopy resource notes on Sher Shah Suri for each student.
- Teacher would facilitate a session for students in which public reforms by Sher Shah Suri in his five year rule would be highlighted.
- The session would begin with a brainstorming activity on responsible leadership with teacher asking questions and recording responses on the chalkboard in a cluster formation.
- Students should be asked to read the resource notes on Rohtas Fort carefully with teacher's facilitation.
- Make photocopies of Student Activity Sheet # 22 for each student.
- Students should be guided to imagine that: Sher Shah Suri is revisiting Pakistan after 464 years.
- Class should be divided into five groups.
- Each group should be given the task of offering solutions to improve the inappropriate policies of various ministries.
- Each group should be assigned one of the following ministries:
 - the Law and Order Ministry



	<ul style="list-style-type: none">○ the Health Ministry○ the Highways and Roads Ministry○ the Social Welfare Ministry○ the Revenue (or Tax Collection) Ministry.● Groups should hold discussions on the reforms their party would want to bring about in the ministries they have been assigned.● They may answer some questions (given) to assist them in their discussions.● On the basis of the answers to the questions, each group should collectively prepare a speech for their campaign.● One student should be selected to prepare to deliver the speech for each group.	
Follow – up:	<ul style="list-style-type: none">● For morning assembly, select a student to read out the Resource Notes on Sher Shah Suri highlighting his achievements.● Another student may be selected to read out the contents of the box explaining the election campaign in 'Instructions for teachers'.● The students selected to deliver the speeches for their respective 'ministry' should now do so.● Optional: At the end of each	

	<p>speech, students of the school that make up the audience in morning assembly may ask questions based on the proposed reforms.</p>	
8. Art Activity	<ul style="list-style-type: none"> • Each group (already made up in the previous activity) should make a poster, using the resource materials, in order to promote Sher Shah Suri as the right choice to vote for. • Students should make up slogans, based on Sher Shah Suri's past achievements, by focusing on his accomplishments as a skilled administrator and on the reforms they have proposed. 	
Follow – up:	<ul style="list-style-type: none"> • Students should use Patrimonito as a symbol of their party by: <ol style="list-style-type: none"> i) drawing it on their election posters and ii) wearing badges of it. a. Display election posters at the morning assembly presentation of Sher Shah Suri's election campaign and / or anywhere on the school compound. These should contain: <ol style="list-style-type: none"> i) the proposed reforms ii) the election symbol, i.e. Patrimonito iii) a picture of Sher Shah Suri if possible. 	

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
• Review Lesson rubric. Do self assessment.	Teacher helps students fill collaboration Rubric / lesson rubric.	As needed

Project Assessment Strategy



Evaluation and Reflection

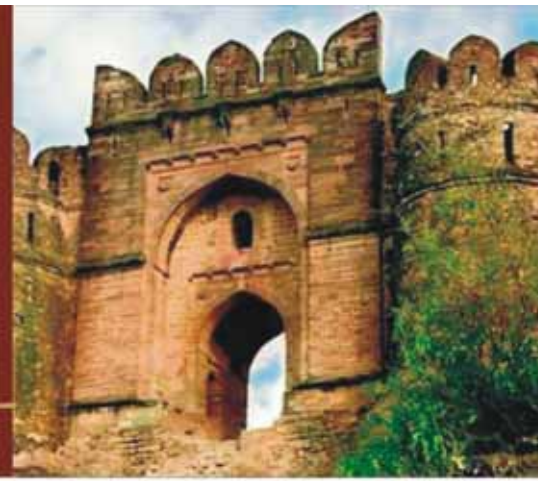
The Fishbowl Method

- ✍ 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.
- ✍ Rubrics for assessing collaboration and skill development
- ✍ Collaboration rubric given: Handout 3E



ROHTAS FORT

RESOURCE MATERIAL



“There it stands, sprawling across a low rocky hill a few miles north of Jhelum, its great ramparts growing from the cliff like the wall of China. Looking north, a steady stream bed to the low hills of the Salt Range and beyond to the snows of Pir Punjal. The circumference is large enough to hold a couple of divisions of troops. As you approach the fort, the crenellations look like ominous rows of helmeted warriors watching with disapproval. It is an awe inspiring sight”. (Sir Olaf Caroe)

Rohtas Fort is a garrison fort built by the great Afghan King Sher Shah Suri. It is believed to be the largest fort in the world. It is also the first successful example of combining Pukhtun and Hindu architecture in the Indian sub-continent.

Its name was inscribed on the UNESCO World Heritage List in 1997 as a cultural site according to the criteria of the World Heritage Convention.



Sher Shah Suri, “The Lion King”, founder of the Suri Dynasty, was born in Punjab. His original name was Farid Khan. He was the son of an ordinary Afghan jagirdar. Ill - treated by his stepmother, he left home at an early age, went to Jaunpur, in Bihar, involved himself in serious study and acquired good command over Arabic and Persian languages. Later, he rose to the rank of the governor of Bihar.

Sher Shah took advantage of the weaknesses and problems faced by Mughal Emperor Humayun and managed to overthrow him. With his deep knowledge and practical experience, he made many brilliant reforms. He died in 1545 due to a gunpowder explosion. He was a farsighted ruler who was ahead of his contemporaries. In fact, it is said, he was the greatest ruler that ever sat upon the throne of India.

Rohtas Fort was constructed by Sher Shah Suri to block Emperor Humayun’s return to India after he had defeated him in the Battle of Kanuj. Rohtas Fort is situated in a gorge approximately 16 kilometres from Jhelum and 7 kilometres from Dina. It lies on the old Grand Trunk (GT) Road, also built by Sher Shah Suri. It was constructed on a hillock with a small river on one side and looks east towards the Tilla Jogian range of hills. The fort is about 300 feet above its surroundings area, which adds to its grandeur.



This garrison fort could hold a force of up to 30,000 men. Due to its location, massive walls, trap gates and three baolis (stepped wells) were built. It could withstand a major siege although it was never besieged.

The fortification has 68 towers at irregular intervals. Out of three 'baolis' one is in the citadel suggesting that it was meant for the chief and his family. In this citadel, there is a beautiful mosque called the Shahi Masjid.

The Rohtas Fort has twelve gates besides some smaller trap doors. All of them are built with ashler stone. Soldiers could also pour molten lead or other hot liquid over the walls (to put off enemy soldiers) through specially designed drains called machicolations. These are built into the walls.

The walls are built in sandstone and laid in lime mortar mixed with brick. The fort is an example of purely 'masculine' architecture. The decorative features of the fort include stone carvings, calligraphic inscriptions, glazed tiles and plastic work. The sunflower motif and beautiful calligraphy in Naqsh script has been used for decorating the mosque and the gates.

The work on this fort was started in 1541 by Todar Mal Khatri, Sher Shah Suri's revenue minister, who was in charge of the project. The Gakhars, on whose area the fort was being built, refused to provide labour for its construction. Todar Mal informed Sher Shah Suri about these difficulties, who commanded him saying firmly, "Whatever be the expenses, shall be borne by the government." After receiving this command, Todar Mal fixed one red ashrafi (gold coin) to be paid for each slab of brick laid on the first day. (The rate gradually decreased). The cost of construction would have been much lower, had the Ghakkars of the area, who were loyal to Mughal King Humayun, not put up such strong resistance against the construction of the fort.

Sher Shah Suri died before the completion of this magnificent structure. Ten years after Sher Shah Suri's death and at the end of the Suri dynasty, Emperor Humayun returned to rule India for another 15 years.



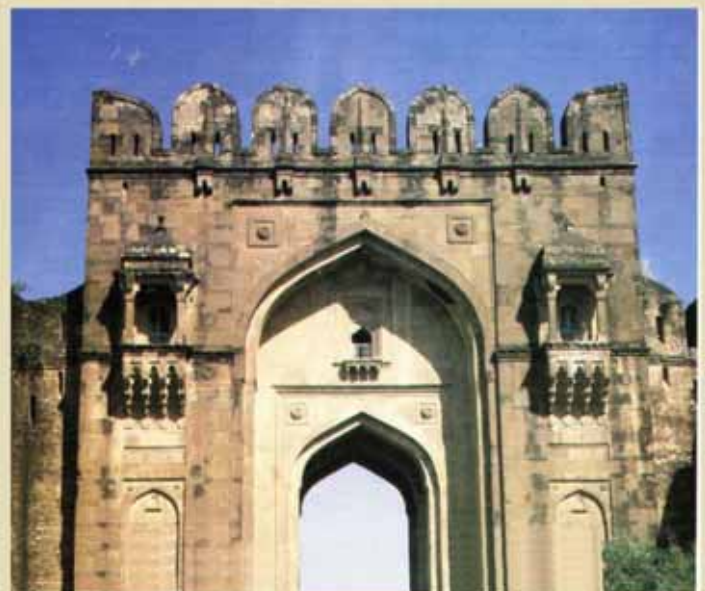


Ironically, Rohtas then became the capital of the Ghakkars, the very people it was designed to crush.

The later Mughals did not seem to have any use for the fort because they had Ghakkars as their allies and consequently needed no troops to maintain their hold on this area. When the Sikhs overtook the Punjab, the Maharja Ranjit Singh leased it to different people.

To place this fort on the World Heritage List, the following recommendations were made:

“Rohtas Fort is an exceptional example of Muslim military architecture of Central and South Asia which blends architectural and artistic traditions from Turkey and the Indian subcontinent to create the model for Mughal architecture and its subsequent refinements and adaptations.”

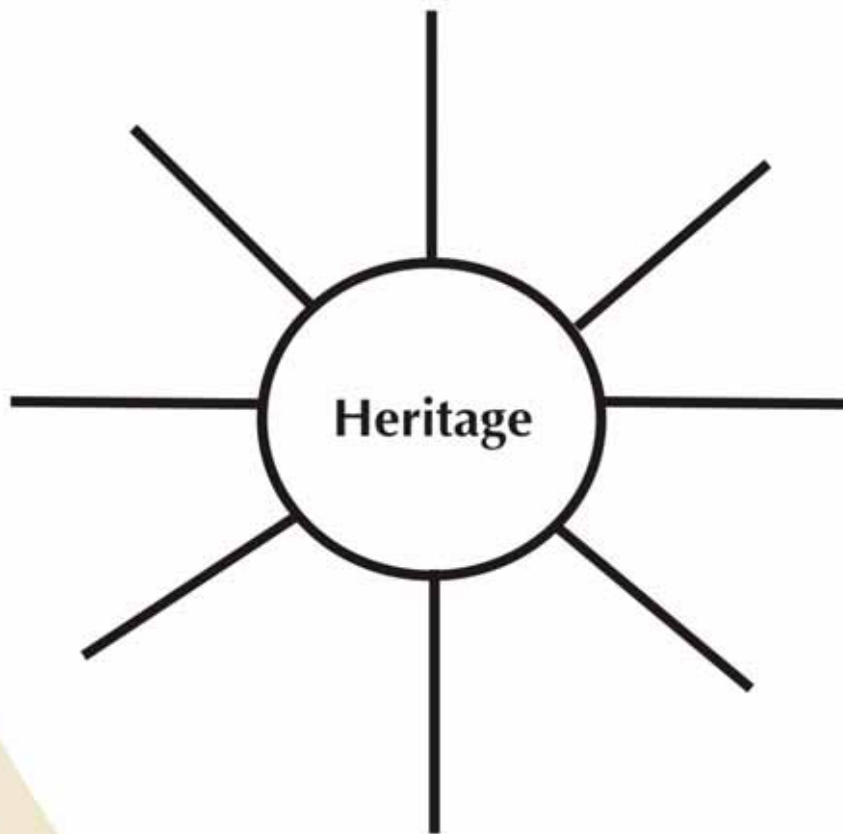




BRAINSTORMING

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.	Word	Definition
1.	Baoli	A water well with steps leading down to it
2.	Besieged	To surround a place with armed forces in order to capture it
3.	Calligraphy	The art of writing holy verses in beautiful handwriting
4.	Circumference	A line that marks out a circle, its shape or form
5.	Citadel	A fort on high ground, a centre of power defended by those within it
7.	Crenellations	Battlements on the fort wall
6.	Coinage	The system of coins in use, the process of making coins
8.	Dynasty	A series of rulers all belonging to the same family
9.	Farsighted	To be able to see future problems and possibilities clearly and plan accordingly
10.	Global climate change	Changes in weather patterns all over the world
11.	Human ingenuity	Human talent for solving problems in a clever, original way
12.	Humane	Having or showing kindness and sympathy
13.	Lime	A white substance obtained by heating limestone
14.	Machicolations	Small drains built into the walls to pour hot liquids on enemy soldiers trying to scale the walls
16.	Mortar	A mixture of lime stone, sand and water to hold bricks together
17.	Muskets	A type of gun with a long barrel used by soldiers
15.	Magnificent	Splendid, impressive
18.	Naqsh	A type of Arabic script
19.	Ominous	Threatening
20.	Ramparts	A high wide wall of stone or earth with a path on top, built around forts

21.	Revenue	Income, specially the total annual income of a state
22.	Reforms	To make things better by correcting or making improvements
23.	Self – sufficiency	The ability to fulfill one’s needs without help from others
24.	Siege	Trying to capture a town / fort by surrounding it and stopping the supply of food, weapons, etc.
25.	Tri-metalism	Currency (coins) made by using three metals: gold, silver, copper
26.	Water table	The level of the underground water
27.	Water harvesting	Collecting rain water

INTRODUCTORY ACTIVITY



KWHL

OBJECTIVES:

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

INSTRUCTIONS FOR TEACHERS:

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

- ≠ 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.





Due to the effective law and order force set up by Sher Shah Suri, life during his rule was so safe that it was said that a woman could travel with all her jewelry all over the empire without getting looted. For himself, he did not make any grand palaces and ensured that corruption would not take place by not keeping officers in any one place for more than two or three years.

IDENTITY

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

ACTIVITY



GATES OF ROHTAS FORT

OBJECTIVES:

- ≈ To familiarize the students with the structure of forts
- ≈ To enable students to better understand the layout of Rohtas Fort, a UNESCO World Heritage Site.

INSTRUCTIONS FOR TEACHERS:

1. Make photocopies of Student Activity Sheet # 2 for each student.
2. Make photocopies of 'Gates and other features' of Rohtas Fort for each student and ask them to read the short details on them.
3. Facilitate students in matching the numbers on the sketch of Rohtas Fort in Student Activity Sheet # 2 with the numbers on the "Gates and

other features."

4. Guide students to write the names of the gates and other features from the list given, next to the matching numbers on the sketch in Students Activity Sheet # 2. Names should be written neatly and in straight lines.

STUDENT ACTIVITY

SHEET # 2



SKETCH PLAN OF ROHTAS FORT



GATES AND OTHER FEATURES OF ROHTAS FORT



Rohtas Fort has twelve gates:

1. **Sohail Gate** is named after a saint.



2. **Shah Chand Wali Gate** links the citadel to the main fort.



3. **Kabuli Gate** is named so because it faces Kabul.



4. **Shishi Gate** was decorated with glazed tiles.



5. **Langar Khani Gate** leads to a Langar Khana (canteen).



6. **Talaqi Gate** derives its name from 'Talaq' (divorce).



7. **Kashmiri Gate** is named because it faces Kashmir.



8. **Khawas Khani Gate** is named after Khawas Khan.



9. **Gatali Gate** faces the Gatali Ford.



10. **Pipalwala Gate** is a small entrance.



11. **Sar Gate** is named for water and there is a baoli next to it.



12. **Tulla Mori Gate** is an entrance rather than a gate.

Other features:

A. **Shahi Masjid** is near the Kabuli Gate.



B. **Shahi Baoli** was used by the royal family.



C. **Rani Mahal** was the queen's palace.



D. **Haveli Man Singh** was built by Akbar's general Raja Man Singh.





The 'Shahi Sarak' or Grand Trunk Road as it is now called (the greatest legacy left behind by Sher Shah Suri) ran from Kabul to Bengal and was built during his five year reign. All along this road, trees were planted to provide shade to travelers and 'sarais' were built which served as rest houses for them.

TOURISM

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

FACELIFTING ROHTAS VILLAGE



Objectives:

- To enable students to understand the need to upgrade a World Heritage Site for world tourism
- To enable students to support ecologically sustainable development in order to reaffirm their cultural identities and to make their culture and environment better known, cared for and appreciated by visitors
- To enable students to acquire knowledge of and develop skills to conduct street theatre activity.

Instructions for teachers:

1. Divide the class into groups.
2. Make photocopies of Patrimonito's account of his visit to the Rohtas Fort for each group.
3. Read out the account of the visit to the class.
4. Make photocopies of Student Activity Sheets # 3, 4, 5, 6 and 7 for each group and ask them to complete them.
5. Make photocopies of Student Activity Sheet # 8 for each student and ask them to complete it.



PATRIMONITO'S VISIT TO ROHTAS VILLAGE

PATRIMONITO says:

When I heard about all the wonderful things of Rohtas Fort, I could not wait to get there! Getting there I was impressed at seeing all the magnificent walls of the largest fort in the world. It simply took my breath away! However, entering the fort through the Shah Chand Wali Gate I was in for a rude shock. There, before me, instead of the grandeur I was expecting to see, lay an unsightly village with garbage and open drainage. In this depressed state, I went on to see the dramatic and historical sites of Rohtas Fort. Instead of feeling excited, my spirits were dampened at the thought that this historic structure could contain such an unplanned and unpleasant sight of the village in its midst.

I took photographs of various spots in the area. I then thought that I would share the pictures with you, so that together we could propose ideas and suggestions to make this village not only an organized and functional one, but also a tourist attraction for domestic and international visitors. Please look at the following Activity Sheets and let us see how we can go about it.

STUDENT ACTIVITY

SHEET # 3



Study the photograph carefully and answer the questions given below.



Q.a Do you think that the building on the left and the garbage lying in front of it are destroying the beauty of the arched doorway of Rohtas Fort? Give reasons for your answer.

A. _____

Q.b Since this is the entrance to the Rohtas Fort, while entering, when you see the garbage that is in the foreground of the picture, how would you feel?

A. _____

STUDENT ACTIVITY

SHEET # 4



Study the photograph carefully and answer the questions given below.



Q.a Do you think the building of this mosque is in harmony with the architectural style of the Rohtas Fort? Give reasons for your answer.

A. _____

Q.b This side of the mosque faces the route taken to the sites of the Rohtas Fort. When tourists view it, the most prominent feature that they will notice is the water pump, which is situated in an improper place. What can be done to make it a pleasanter sight?

A. _____

STUDENT ACTIVITY

SHEET # 5



Study the photograph carefully and answer the questions given below.



Q.a From where do you think the open drain water that can be seen in the front of the picture is coming?

A. _____

Q.b When Patrimonito saw this sight in Rohtas Fort what must have upset him?

A. _____

Q.c When Patrimonito took this picture, inside the Rohtas Fort, what did he want to convey?

A. _____

STUDENT ACTIVITY

SHEET # 6



Study the photograph carefully and answer the questions given below.



Q This is a photograph Patrimonito took of the front door of the local school in Rohtas Village. Do you think the style of the doorway is in harmony with the environment of Rohtas Fort? Give reasons.

A. _____

STUDENT ACTIVITY

SHEET # 7



Study the photograph carefully and answer the questions given below.



- Q. This is a photograph of a stall selling snacks and drinks in Rohtas Fort. Use your imagination and give suggestions for re- designing the stall in a way that
- it is in harmony with the environment of Rohtas Fort and
 - it becomes pleasing and comfortable for tourists.

Suggestions: _____

STUDENT ACTIVITY

SHEET # 8





Now that you have observed the various aspects of Rohtas Village, you are in a position to give proposals that would help to make this village a tourist attraction and become a pleasanter place to live in for its inhabitants.

Proposals:


Tick any box of your choice (it could be more than one) in each section given with each statement:

- When you enter Rohtas Fort from Shah Chand Wali Gate, you would like to see the walls lined with
 - meshed fence []
 - trees []
 - unrepaired houses []
- Sewerage water in Rohtas Village should be
 - managed by an underground sewerage system []
 - made to flow into the nearby stream []
 - made to flow in drains through the village []
- Keeping in mind the appearance of the Rohtas Fort, and to be in harmony with it, the buildings in the village should be painted
 - yellow []
 - mud brown []
 - red []
- In keeping with the environment of the fort, streets in Rohtas village should be made of
 - bricks []
 - concrete []
 - packed mud []

- 
5. The encroachments on the structure of the Rohtas Fort should
- be demolished []
 - be allowed to stay where they are []
 - be imposed with fines []
6. Employment in Rohtas village for maintaining and conserving the fort should be given to
- foreigners []
 - people outside the village []
 - people of the village []
7. For preservation and conservation of Rohtas Fort, youth from Rohtas village could be trained to become
- masons []
 - draughtsmen []
 - stone cutters []
 - all the above []
8. To create better job opportunities for Rohtas Fort's upkeep and maintenance, people of the village could be trained to become
- factory managers []
 - entertainers []
 - guides []
9. For better garbage disposal and to be of benefit to the villagers of Rohtas village, the garbage should be
- removed by the village authorities []
 - thrown over the walls of the fort []
 - sold for recycling []



10. In order to attract more tourists to Rohtas Fort, the village community should be involved in

- street theatre []
 - local folk music []
 - puppetry []
 - all of the above []
- 

STREET THEATRE



INSTRUCTIONS FOR TEACHERS:

1. Divide the class into groups of nine students each.
2. Make photocopies of the folk story entitled 'The Peacocks of Kallar Kahar' for each group
3. Read out the content of the box entitled 'What is street theatre?'
4. Guide students to prepare a street theatre based on 'The Peacocks of Kallar Kahar' while keeping the guidelines in 'What is Street Theatre' in mind.

What is Street Theatre?

- Street theatre, as a form of communication, is deeply rooted in the Pakistani tradition,
- It breaks the formal barriers and approaches the people directly.
- The plays of street theatre
 - i) are short
 - ii) contain direct and intimate dialogue
 - iii) are loud in order to be more effective
 - iv) contain songs and dance which are based on popular catchy tunes and fit in with the script
 - v) have a script and direction which bear great significance to the success of the play
 - vi) are inexpensive as they do not require a set or stage props
 - vii) require that voice (as no microphone is used) and body movement are laid emphasis on.
- Street theatre is one of the important forms of entertainment in the rural culture.

Follow-up:

All groups should present their play before selected classes of the school at any suitable time on different school days.

THE PEACOCKS OF KALLAR KAHAR



Long long ago, a man called Saidan Shah came with his wife to settle at a place called Kallar Kahar in the Potohar plateau.

As the legend goes, Saidan Shah possessed supernatural powers. One day he said to the people of the village: "O men of Kallar Kahar, the water here is scanty; a Deo is drinking up all the water. I shall get the Deo out for you and you must slay him." But the people were afraid, so Saidan Shah himself threw a stone at the Deo, killing him, upon which a considerable spring of water gushed out, thus creating a lake. Saidan Shah said to the people, "If you had slain the Deo yourselves there would have been much more water in the spring. However, I gift you people of Kallar Kahar this lake that has been formed."

After this, Saidan Shah, while travelling across the Potohar region went down into a valley. At a deserted place he came across a group of angry Deos and Churrails who were annoyed with him for having killed their Deo. They started raining stones down at him. They sent a big boulder from a mountain top. Saidan Shah, saying a prayer, spat upward and made the stone, which had come rolling down, halt on the face of the slope. As a result of his special prayer to God, peacocks of the valley also came to his help. They spread their tails wide and surrounded him to protect him from the stones and rocks. The boulder stopped by his prayer is there on the slope to the present day.

Saidan Shah took a liking to Kallar Kahar and made it his permanent home.

After some months, Saidan Shah fell ill and died. Before his death he said to the people of the area: "Bury me here," and he showed them the place, saying, "I have chosen this spot." He also blessed the peacocks of the valley and told the village people never to kill or hurt the peacocks or their descendants. "Otherwise", he warned, "A curse will befall you." Upto the present day the place of his burial is in a walled enclosure in Choa Saidan Shah and peacocks are to be found all around his grave as if protecting him.

Characters:

- ✍ A holy man called Syed Saidan Shah
- ✍ His wife
- ✍ Village people (five or six at least to form a small crowd)
- ✍ A Deo or demon
- ✍ Witches or Churrails (two or three)
- ✍ Demons or Deos (four or five)

ARCHITECTURAL LEGACY



OBJECTIVES:





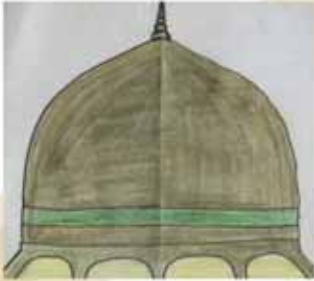
- ≠ To enable students to develop an appreciation of their architectural legacy
- ≠ To enable students to develop skills of observation of architectural features in buildings
- ≠ To develop in students the understanding and significance of incorporating their heritage into the present.



INSTRUCTIONS FOR TEACHERS:

1. Make a soft board display of the pictures of buildings representing architecture found in Pakistan from pre-Mughal to modern times (from the Resource Kit), insuring that the sequencing, in terms of the period they belong to, is clearly adhered to.
2. Divide the class into groups
3. Make photocopies of i) the list of features of our architectural legacy and ii) Student Activity Sheets # 9, 10, 11, 12, 13, 14, 15 and 16 for each group.
4. Explain to students i) the distinct features of our architectural legacy and ii) the captions beneath each picture of the buildings to students.
5. Each group should closely examine the names of building features and their drawings from the list provided.
6. Ask each group to match the features or what they think is their equivalent on the pictures of the buildings.
7. On the pictures of buildings, each group should write (distinctly with markers) the corresponding number of the feature from the distinct features of our architectural legacy.

DISTINCT FEATURES OF OUR ARCHITECTURAL LEGACY



Sr. No	Feature	Sketch
1.	Battlements	
2.	Arched doorway	
3.	Double arch	
4.	Jharoka	
5.	Dome	

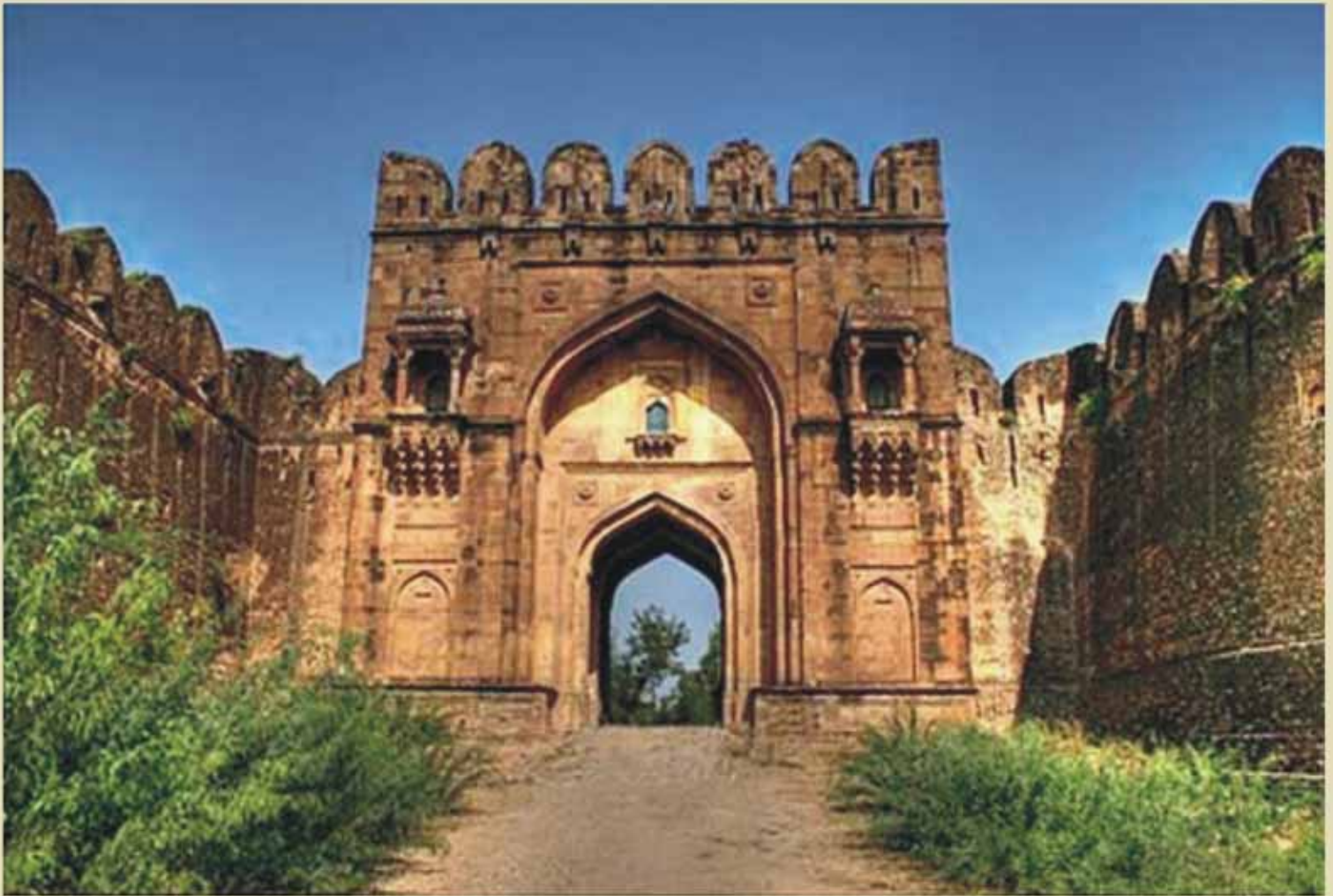
6.	Watch tower	
7.	Arched windows	

STUDENT ACTIVITY

SHEET # 9



Architecture found in Pakistan from pre-Mughal times to the present day



1. Rohtas Fort: Pre-Mughal

STUDENT ACTIVITY SHEET # 10



2.Lahore Fort: Mughal architecture

STUDENT ACTIVITY

SHEET # 11



3.Lahore Museum, Lahore: British Raj architecture

STUDENT ACTIVITY

SHEET # 12



4. Quaid-e-Azam's mausoleum, Karachi: Modern Pakistani architecture

STUDENT ACTIVITY

SHEET # 13



5. Alhambra Open Air Theatre, Lahore: Modern Pakistani architecture

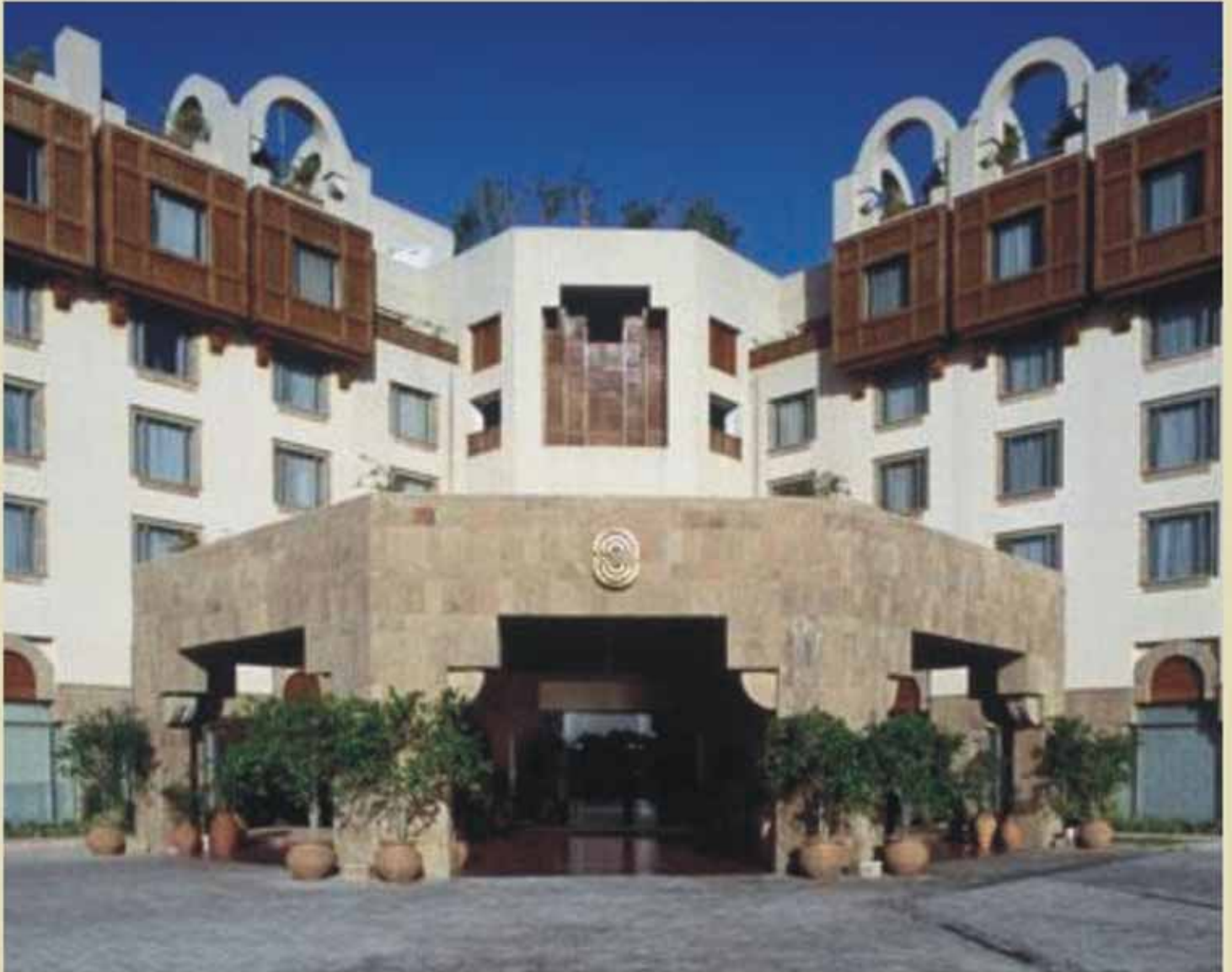
STUDENT ACTIVITY

SHEET # 14



6.Saudi Pak Tower, Islamabad:Modern Pakistani architecture

STUDENT ACTIVITY SHEET # 15



7.Serena Hotel, Islamabad:Modern Pakistani architecture

STUDENT ACTIVITY SHEET # 16



8. Supreme Court of Pakistan Islamabad: Modern Pakistani architecture



In a baoli, the task of fetching water becomes easier and the building, since it is cool and pleasant, protects people in the summer from the heat, the strong, hot winds and the dust.

ENVIRONMENT

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



BAOLIS OF ROHTAS FORT

OBJECTIVES:

☞ To enable students to comprehend the concept of self - sustainability that is part of our heritage.

INSTRUCTIONS FOR TEACHERS:

1. Read out notes on Baolis of the Rohtas Fort and discuss the important features of baolis with students.
2. Make photocopies of resource notes on Baolis of the Rohtas Fort and Student Activity Sheet # 17 for each student and ask them to complete the activity.

RESOURCE NOTES



BAOLIS OF ROHTAS FORT

A baoli is an underground building which is built around a deep well that sometimes reaches a depth of 165 feet. In the Rohtas Fort, in order to create self sufficiency in water, three baolis were constructed by digging deep into the lime rock. Once the underground water was reached, the wells were lined with bricks cemented by lime mortar. Steps led from the surface down to the top of the well. Staircases also linked up underground rooms that opened onto the well. The lower part of the baoli could flood during heavy rains when the water in the well overflowed. Due to the steps, however, no matter what the level of the water could be, it was always reachable

The baoli was covered with a roof and due to this, the water in the well was kept protected, pure and safe from being spoilt by garbage, drainage or animals and was thus important for preserving the health of the community. In a baoli, the task of fetching water becomes easier and the building, since it is cool and pleasant, protects people in the summer from the heat, the strong, hot winds and the dust.

The three baolis in the Rohtas Fort are :

- 1) the Shahi Baoli located behind the Shahi Mosque which was used by the royal family and has sixty steps leading down to the well,
- 2) the baoli located next to the Langar Khani gate which was meant for use by soldiers and
- 3) the Tulla Mori Gate baoli which had the largest storage of water and was probably meant for the use of men and animals in Sher Shah Suri's army and has one hundred and forty eight steps going down to the water line.

All the baolis must have had roofs and a system of pulling up the water as well as storage tanks. The wells are now empty of water, because of the shortage of underground water, due to the global climate change (which leads to less rain in this area) and also due to overuse and wastage of this important resource. Thus, it is not an easy task to fill up the baolis once again.

The only way baolis can be filled up is by water harvesting, i.e. collecting rain water from roofs, streams and from rivers in flood and then directing it into the baoli.

STUDENT ACTIVITY

SHEET # 17



Read the resource notes on Baolis of Rohtas Fort and then answer the questions given below:

1.Q. Where did the water in the baolis come from?

A. _____

2.Q. What material was used in the construction of the baolis?

A. _____

3.Q. What do you think would be the temperature in the underground baolis? Give reasons.

A. _____

4.Q. What could be the purpose of the underground rooms in the baoli?

A. _____

5.Q. Can you think of any kind of water sport that could be played in the baoli at times of flooding?

A. _____

6.Q. Why would it be difficult to revive the old baolis in the Rohtas Fort?

A. _____



7.Q. Can baolis be filled with water? How?

A. _____

8.Q. What were the three baolis at the Rohtas Fort used for?

A. i) _____

ii) _____

iii) _____

WATER CONSERVATION ACTIVITY



OBJECTIVES:

- ≪ To enable students to become aware of the crisis in water management
- ≪ To enable students to develop skills to involve the community in creating solutions for better management of water
- ≪ To enable students to develop respect for critical resources like water by developing an appropriate community policy
- ≪ To enable students to draw lessons from their heritage for a sustainable way of life.

INSTRUCTIONS FOR TEACHERS:

1. Explain to students that the issue of water conservation has to be dealt with on an emergency basis.
2. In this activity they will
 - identify the crisis
 - attempt to create a solution
 - formulate a policy
 - involve the people in implementing policy.

Activity A: The Crisis

- Make photocopies of Student Activity Sheet # 18 for each student.
- Facilitate students to read the contents of The Crisis in Student Activity Sheet # 18 and ask them to complete the activity that follows.

Activity B: The Solution

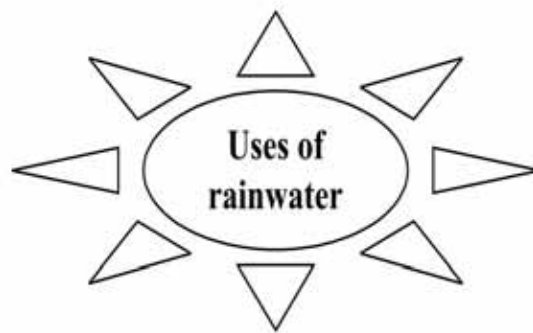
- Make photocopies of Student Activity Sheet # 19 for each student.
- Discuss contents of Box # 1 with students.
- Ask them to complete Box # 2.
- Discuss Graph # 1 on the activity sheet with students, explaining the bar graph in detail and comparing it to the contents of Box # 1.
- Ask students to complete Graph # 2 based on the contents of Box # 2.

WATER CONSERVATION ACTIVITY



Activity C: The Policy

- Read out notes on Rain Water Harvesting in Student Activity Sheet # 20 to students.
- Discuss with the class how rain water can be collected from roof tops.
- Brainstorming should be conducted on ways of using the rainwater collected from the roof tops by writing student responses on the chalkboard in a cluster formation as follows:



Activity D: The People

- Class would be divided into groups and each group would make five accordion albums each.
- Teacher should facilitate students in each group to make accordion albums according to the following instructions:

STUDENT ACTIVITY

SHEET # 18



Activity A: The Crisis

As you have learnt by now, the wells in the baolis of the Rohtas Fort were a natural way of obtaining and storing water, without causing damage to the environment. However, due to overuse, mismanagement and wastage of water, the underground water level has fallen so that it becomes difficult to bring it up to the level of the baoli well. Global climate change, too, has caused changes in the amount of rain falling in the area of Rohtas Fort so that these wells can no longer be filled.

Complete the following:

Q.1. The positive qualities of obtaining water from a baoli well are:

- A.
- _____
 - _____

Q.2. The ground water level in the Rohtas Fort has fallen due to:

- A.
- _____
 - _____
 - _____

Q. 3. The amount of water has also fallen due to:

- A.
- _____
 - _____

STUDENT ACTIVITY

SHEET # 19



Activity B: The Solution

In Box # 1 you would find the average amount of water used daily by a person in a home:

Box # 1

• washing of face and hands	:	2 gallons
• taking a bath	:	10 gallons
• brushing teeth (water running)	:	2 gallons
• flushing the toilet / visit	:	10 gallons
• getting drinks of water	:	2 gallons
• dish washing	:	15 gallons
• washing clothes	:	15 gallons
Total gallons used	:	56 gallons

If the person is limited to 28 gallons per day instead of 56 gallons, how would he or she distribute the use of water? Fill in Box # 2 with the appropriate amounts.

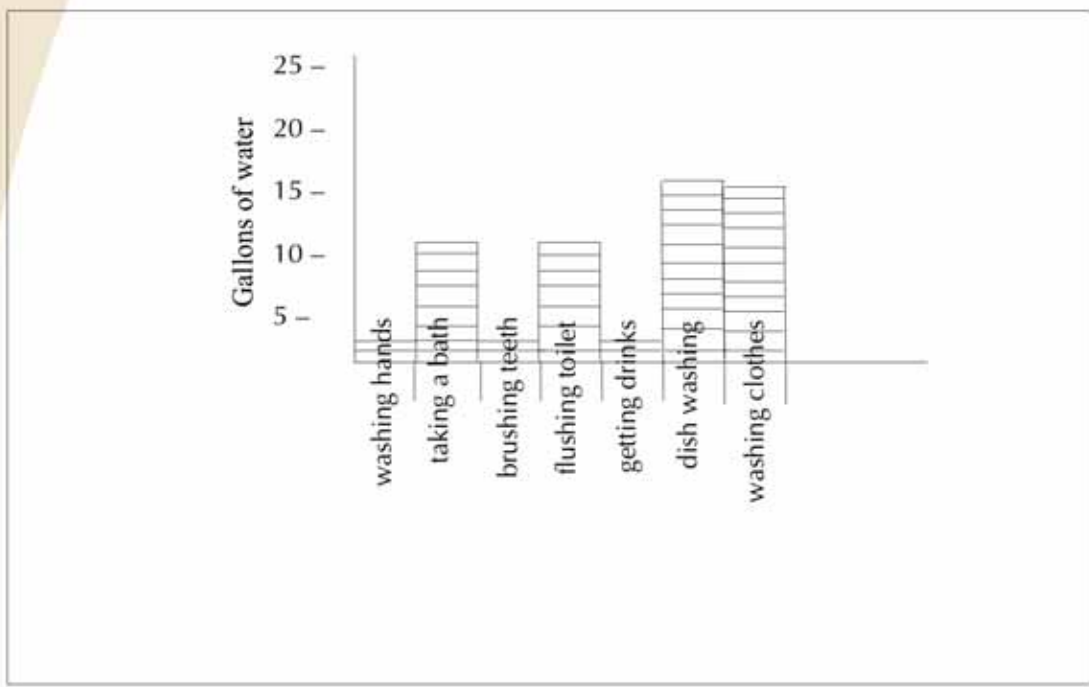
Box # 2

• washing of face and hands	:	_____ gallons
• taking a bath	:	_____ gallons
• brushing teeth	:	_____ gallons
• flushing the toilet / visit	:	_____ gallons
• getting drinks of water	:	_____ gallons
• dish washing	:	_____ gallons
• washing clothes	:	_____ gallons
Total gallons used	:	28 gallons

If a graph has to be made of the average amount of water a person uses in a day as shown in Box # 1, it might look like this:

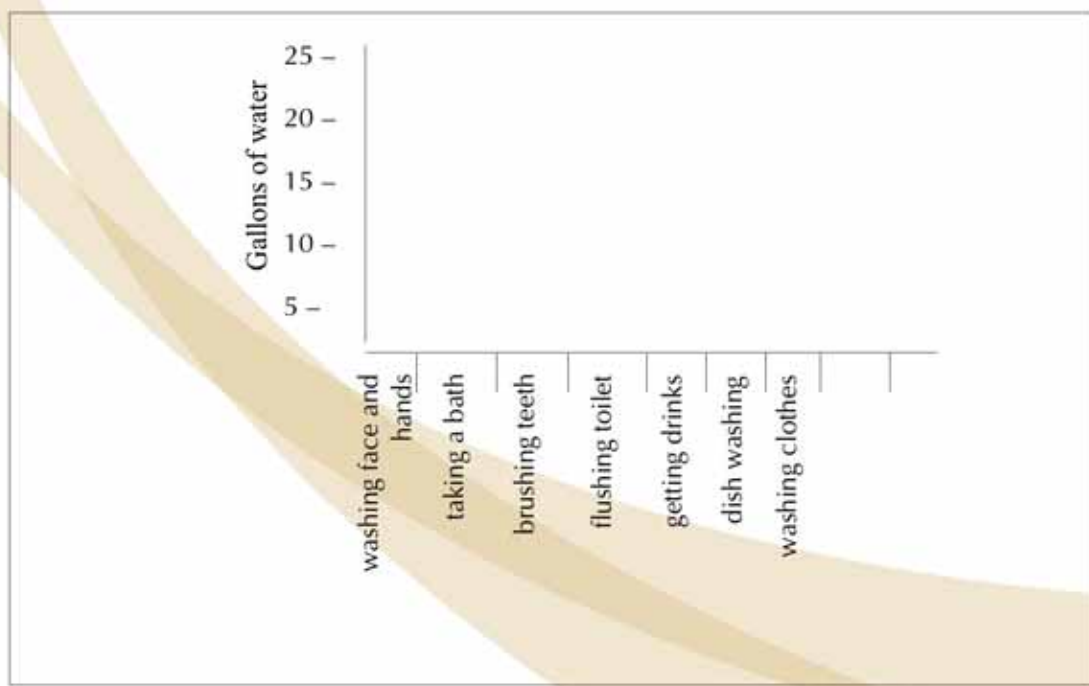


Graph # 1



According to Box # 2 that you have filled out, if the person has to cut down his or her use of water to 28 gallons of water a day, what would the graph look like? Fill in the graph below to show this:

Graph # 2





STUDENT ACTIVITY

SHEET # 20



Activity C: The Policy

Rain Water Harvesting

- In order to conserve water, it is important that the community be involved.
- Rain is the most essential and basic water source and rivers, lakes and groundwater are all fed by rain water directly or indirectly.
- Sometimes we forget the value of rain water.
- Rain Water harvesting means to collect rain water that is going to waste.
- Rain Water harvesting is best done by collecting it from the rooftops of houses and other buildings.

Answer the following questions:

1. What are the ways in which water is useful to us?

2. If you did not have water for one day how would it affect you?

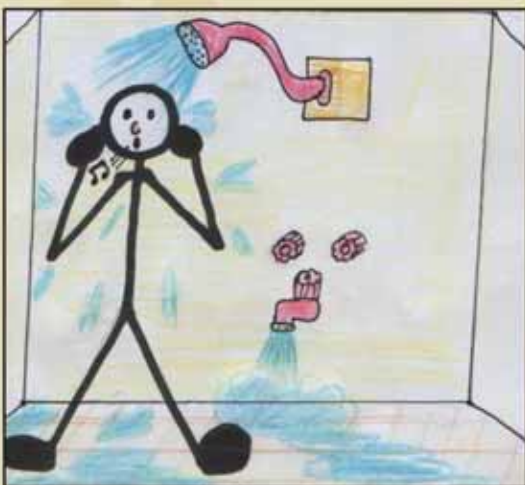
3. Apart from the water we can get from taps, what is the best way of collecting water?

4. Study the pairs of pictures given below and
- tick mark ones that show correct usage of water,
 - write up a positive slogan in the space given below each picture for each set of pictures,
- e.g.

- when brushing teeth _____
- when having a bath _____
- when washing the car _____
- when washing for prayers _____



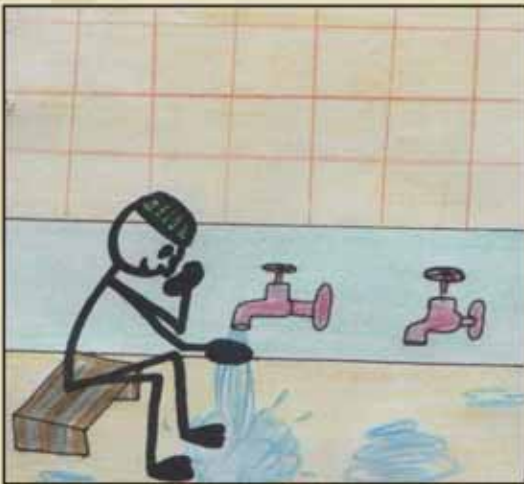
A. _____



B. _____



C.



D.



STUDENT ACTIVITY

Activity D: The People

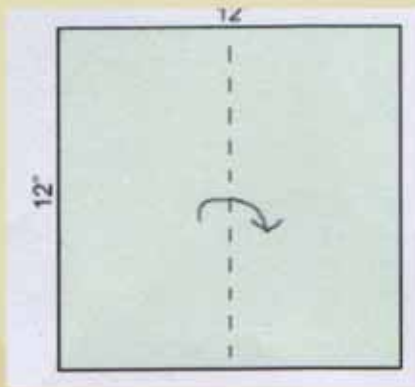
Making and Distributing Accordion Albums

Resource materials.

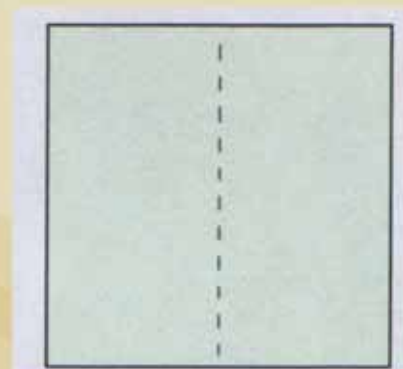
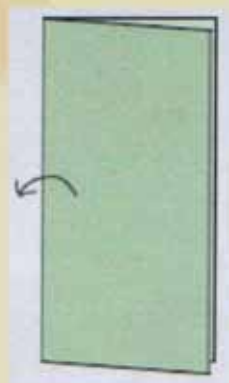
- boxboard sheets
- markers
- piece of jute or cotton string
- punch

Instructions:

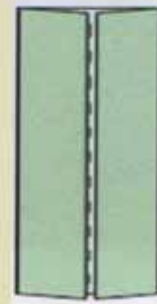
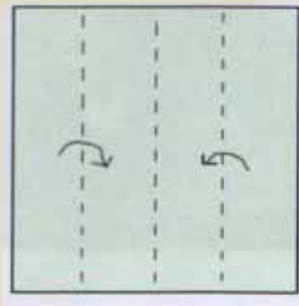
1. Fold each boxboard sheet and cut it up to make two pieces.
2. Fold each part into half, making sure edges meet to keep your folds as neat as possible.



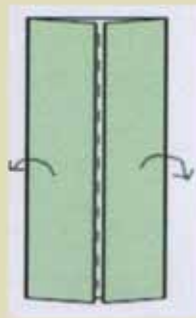
3. Open the sheet up.



4. Fold the right outer edge to the centre fold and then fold the left outer edge to the centre fold.

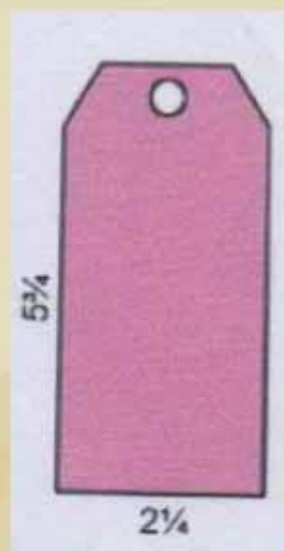


5. Open the sheets out again.



Now write with markers the four messages about conserving water that students have formulated in 'The Policy' phase of the activity, e.g.

- While brushing teeth
6. Fold the sheet in half again, with the back flaps folded against each other. The album will now have four segments.
 7. Punch a hole at the top of the album. When opened each of the four segments will have a hole at the top



8. Put a string through the hole so that the accordion album is held together for presentation.

Note: Make sure that your accordion album is neat, attractive and presentable.

Follow – up:

- Each group should present all five of their accordion albums to five homes in their neighborhoods.
- Group members who deliver each album should make the following requests to the residents of each home:
 - display the accordion album (by opening it and standing it up in a prominent place) in the family's common living areas for all to see
 - take notice of the advice given on each fold of the accordion album and try to follow it.
- All students need to follow the advice they are giving in their own homes before requesting others to do so.





Social reforms and the efficient manner in which they were implemented increased the state's income and resources. Owing to this, the state managed to improve the condition of its citizens.

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.

Sher Shah Suri: A great administrator



Objectives:

- To provide students with a set of intellectual tools that are essential for analyzing the qualities of an effective administrator
- To enable students to become aware that good governance is essential to establishing a harmonious society

Instructions for teachers:

1. Before starting the activity, teacher should be familiar with the resource notes on Sher Shah Suri.
2. Make photocopies of resource notes on Sher Shah Suri for each student.
3. Teacher would facilitate a session for students (referring to the resource notes on Sher Shah Suri) in which public reforms by Sher Shah Suri in his five year rule would be highlighted.
4. The session would begin with a brainstorming activity on responsible leadership with teacher asking questions and recording responses on the chalkboard in a cluster formation as follows:



5. Make photocopies of Student Activity Sheet # 21 for each student.
6. Students should complete Student Activity Sheet # 21 by referring to the resource notes on Sher Shah Suri.

Resource Notes

SHER SHAH SURI



After establishing the Suri Empire in a large part of the Indian sub-continent, Sher Shah Suri reorganized the administration, army and tax collection effectively. He organized a mail service as well as a police service. For efficient collection of taxes, he put in place a system of coinage known as tri-metalism (three metals) in which coins of copper, silver and gold were used for different currency values. He also introduced the Rupiah which is used even now in many countries.

Apart from these measures, Sher Shah Suri made social reforms for the welfare of the poorer classes in his empire. Free kitchens, shelters and hospitals were set up. He undertook land revenue reforms based on wise and humane principles. These reforms and the efficient manner in which they were implemented increased the state's income and resources. Owing to this, the state managed to improve the condition of its citizens.

The 'Shahi Sarak' or Grand Trunk Road as it is now called (the greatest legacy left behind by Sher Shah Suri) ran from Kabul to Bengal and was built during his five year reign. All along this road, trees were planted to provide shade to travelers and 'sarais' were built which served as rest houses for them.

Sher Shah Suri's administrative reforms and system of governance were attempted to be followed by the Mughals for the next three hundred years after his death.

Due to the effective law and order force set up by Sher Shah Suri, life during his rule was so safe that it was said that a woman could travel with all her jewelry all over the empire without getting looted. For himself, he did not make any grand palaces and ensured that corruption would not take place by not keeping officers in any one place for more than two or three years.

STUDENT ACTIVITY

SHEET # 21



A. After reading the resource notes on Sher Shah Suri, list the factors that made him a great administrator and a responsible leader who brought peace and prosperity in his empire.

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

B. **TAXES:** An amount of money (depending on how much income you have) which is paid to the government to get services such as roads, communication, healthcare, education, security, governance, etc.
Sher Shah Suri had taxes strictly and regularly collected by revenue officers so that the money collected could be used for public services.

Read the above note on Taxes and the Resource Notes and then complete the following sentences:

- a. To maintain law and order, Sher Shah Suri organized a _____ service.
- b. To provide healthcare to the citizens, Sher Shah Suri set up _____.
- c. For better and quick communication, he organized a _____ system.
- d. To enable people to easily move around the empire, Sher Shah Suri had the _____ built from _____ to _____.
- e. Sher Shah Suri tried to keep corruption away by keeping officers in one place for not more than _____.
- f. The money collected by revenue officers could be used for _____.
- g. Tri-metalism means coins of _____, _____ and _____.

Election Campaign of Sher Shah Suri



Objectives:

- To create in students an understanding of the value of sincere public service
- To develop in students the awareness that in order to make and implement policy, it is important to
 - i) think things through and
 - ii) to follow up on the policy
- To enable students to appreciate the value of interdependence through group work.

Instructions for teachers:

1. Students should be guided to imagine that:

- i) Sher Shah Suri is revisiting Pakistan after 464 years.
- ii) Sher Shah Suri is disappointed at what he sees in the lives of the common citizens.
- iii) In order to enable him to exercise responsible and effective leadership, as he had done in the past, Sher Shah Suri sets up a political party.
- iv) Sher Shah Suri's party is now contesting elections for a five year term (the actual period Sher Shah Suri ruled over almost the entire sub-continent).
- v) Sher Shah Suri's party intends to bring in the reforms that existed during his reign in the sixteenth century into the present day.

2. Class should be divided into five groups.
3. Each group should be given the task of offering solutions to improve the inappropriate policies of various ministries.
4. Each group should be assigned one of the following ministries:
 - a) the Law and Order Ministry
 - b) the Health Ministry
 - c) the Highways and Roads Ministry
 - d) the Social Welfare Ministry
 - e) the Revenue (or Tax Collection) Ministry.

1. Groups should hold discussions on the reforms their party would want to bring about in the ministries they have been assigned.
2. They may answer the following questions to assist them in their discussions:
 - i) What are the faulty policies of the ministry?
 - ii) What are the reasons these policies have not changed for the betterment of the citizens?
 - iii) What solutions would you suggest to improve the policies of the ministry?
 - iv) Do the policies of this ministry require reform? List them.
 - v) How will you ensure that the ministry carries out these improvements in policy if your party is elected?
 - vi) How will effective and responsible leadership, that will keep the welfare of the citizens as one of its main goals, help
 - a. your party and
 - b. the country?
3. On the basis of the answers to the above questions, each group should collectively prepare a speech for their campaign.
4. One student should be selected to prepare to deliver the speech for each group.

Follow – up:

- For morning assembly, select a student to read out the Resource Notes on Sher Shah Suri highlighting his achievements.
- Another student may be selected to read out the contents of the box explaining the election campaign in 'Instructions for teachers'.
- The students selected to deliver the speeches for their respective 'ministry' should now do so in morning assembly of school.
- Optional: At the end of each speech, students of the school that make up the audience in morning assembly, may ask questions based on the proposed reforms.



ART ACTIVITY



RESOURCE MATERIALS:

- ≪ boxboard sheets for each student
- ≪ markers
- ≪ crayons

INSTRUCTIONS FOR TEACHERS:

1. Each group (already made up in the previous activity: Election campaign of Sher Shah Suri) should make a poster, using the resource materials, in order to promote Sher Shah Suri as the right choice to vote for.
2. Students should make up slogans, based on Sher Shah Suri's past achievements, by focusing on his accomplishments as a skilled administrator and on the reforms they have proposed.
3. Students should use Patrimonito as a symbol of their party by:
 - i) drawing it on their election posters and
 - ii) wearing badges of it.

Follow – up:

Display election posters at the morning assembly presentation of Sher Shah Suri's election campaign and / or anywhere on the school compound. These should contain:

- i) the proposed reforms
- ii) the election symbol, i.e. Patrimonito
- iii) a picture of Sher Shah Suri if possible.

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 the intangible aspects of our heritage impact the tangible evidence of it
- develop skills for putting in place sustainable practices learnt from our heritage
- become aware that election campaigns should sincerely and positively focus on real issues that effect people
- that heritage sites need to be conserved because of the value they hold for us
- that we as Pakistanis have not only a tangible but also a very rich intangible heritage.



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