

# MY GANJ, MY PRIDE

## *Lesson Plan for teachers*



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# MY GANJ, MY PRIDE

## *Introduction*

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Local History Lesson

### **Introduction**

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Document 2

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#### **Creating Local History**

History learning has always been shaped by major narratives pushed upon kids from a centralised curriculum committee and often failed to address the local histories of a specific place and its people. While this was necessary for a standardised education and testing system, we missed out on being able to look at our own past in our own neighbourhoods and towns. The local history movement (and this lesson plan) is an attempt to tap into and utilise the experience and knowledge of school teachers like you in understanding and imparting local history knowledge.

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#### **General learning Objective**

To inculcate a sense of appreciation and pride among the students of class 5th for a cultural heritage (in this case — Hazratganj) close to their school.

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#### **The Framework**

The activities in this lesson are spread out over four regular sessions or periods and a field-activity on Saturday. Please feel free to treat this as a guideline for teaching and amend appropriately wherever you find the suggestions in conflict to the classroom situation you are in. An overview is available in Document 1.

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#### **Method of Learning**

After introducing the concept of *Cultural History*, we give a pre-test in the form of class discussion to engage the students to the topic. Throughout the entire lesson, the students are reminded of the lesson objective again and again. They are subjected to demo activities to familiarise them with the concepts and techniques that would help them accomplish the field-activity successfully. Use of engaging activities like drawing maps, pasting stickers on maps, and light class discussions are used to introduce a sense of playfulness and decrease the monotony of the class.

The students are given a quest to find the age of the shops and buildings in Hazratganj market area under various categories. Then, this data is analysed in class as a group activity, to find the average age of this cultural heritage.

We will be introducing the lesson plan day-wise and noting down the material and reading requirement for each period. Please find some time to go through the whole document (or start with the overview of the plan [Document 1] if in want of time) before the lesson begins.

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# MY GANJ, MY PRIDE

## *Lesson Plan / Period 1*

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Local History Lesson  
**Lesson Plan / Period 1**

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Document 2

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### Notes

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### Resources

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**Period 1**  
**45 minutes, preferably on Wednesday**

*Required*

Access to a TV/Projector; Blackboard/Whiteboard; Markers;  
Printouts of the history document included in the kit.

Also, the teacher can distribute  
printouts of the teaching material  
(optional).

Document 1: lesson  
Overview

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### Objectives

5th graders studying in a school near Hazratganj market learn to identify the market as a cultural heritage, so much so that they are able to justify that why is it a cultural heritage and not an ordinary market.

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### Activity

- 1: The teacher introduces the students to the concept of 'Cultural Heritage.'
- 2: The teacher lists few of the properties a cultural heritage has.
- 3: The teacher encourage kids to name a cultural heritage closest to their school (the answer to this question should be Hazratganj).

*Cultural Heritage is an expression of the ways of living developed by a community and passed on from generation to generation, including customs, practices, places, objects, artistic expressions and values.*

(Refer to the teaching material for detailed information)

Document 3:  
History Document  
[http://www.cultureinddevelopment.nl/cultural\\_heritage/what\\_is\\_cultural\\_heritage](http://www.cultureinddevelopment.nl/cultural_heritage/what_is_cultural_heritage)

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# MY GANJ, MY PRIDE

## *Lesson Plan / Period 1*

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Local History Lesson  
**Lesson Plan / Period 1**

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Document 2

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### Notes

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### Resources

4: The teacher encourages the students to list down what properties does Hazratganj has that makes it a cultural heritage and differentiates it from an ordinary market.

Encourage the less active students to participate in such class discussions.

5: The teacher gives a brief history of Hazratganj and lists out the different types of buildings/shops present in the market.

Categories of shops/buildings in Hazratganj:

a: Food

b: Clothing

c: Electronics

d: Commodities — including toys, books, shoes and craft

e: Services — including cineplexes, government offices, libraries, post offices, schools, etc.

Please refer to the History Document for more references.

Document 3:  
History Document  
[http://www.cultureindevelopment.nl/cultural\\_heritage/what\\_is\\_cultural\\_heritage](http://www.cultureindevelopment.nl/cultural_heritage/what_is_cultural_heritage)

6: The teacher introduces that, in the lesson, the students would have to perform a series of activities that would lead them to the discovery of the average age of the cultural heritage, something that nobody has ever done in school before. This makes the students feel important and as if they are on a quest.

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# MY GANJ, MY PRIDE

## *Lesson Plan / Period 2*

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Local History Lesson  
**Lesson Plan / Period 2**

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Document 2

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### *Notes*

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### *Resources*

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#### **Period 2**

**45 minutes, preferably on Thursday**

#### *Required*

An A3 sized map of Hazratganj market (already divided into sectors) included in the kit; A3 sized maps of individual sectors of the market included in the kit; Blackboard/ Whiteboard; Sketch-pens/markers; A4 papers.

Document 1: lesson  
Overview

Maps of Hazratganj  
Market

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#### **Objectives**

5th graders, given a clear instruction of how an area is divided into different sectors, are able to collect information from each sector so much so that they are able to plot the information on a self-made map.

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#### **Activity**

1: The teacher draws a schematic map of the school on the blackboard and divides it into 5 sectors.

2: The teacher explains each sector and its boundaries and asks the students to go out with their notebooks and find what classes and facilities are present in each sector. The students are asked

Document 4:  
Example Template  
for map exercise

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# MY GANJ, MY PRIDE

## *Lesson Plan / Period 2*

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Local History Lesson  
**Lesson Plan / Period 2**

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Document 2

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### Notes

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### Resources

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to list the information sector-wise in their notebooks. They are given a time of 15 min for this activity.

3: After the activity, the students return and draw maps based on the information they collected. They are given 10 min for this map-drawing activity. The teacher moves around looking at the students' work and guides them to make error free maps.

4: After this activity, the teacher introduces them to the map of Hazratganj and explains the sectors in which it is divided.

5: The teacher tells the students that there would be a similar field-activity over the weekend in which they would make use of what they have learned in that class.

Take care to just guide the students in completing an error free map. A good approach would be to *suggest features* that are absent in their map, letting them decide if they would like to include the suggestions. This will help you get an insight of how they think and later you could give them tips based on that for the field-activity.

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# MY GANJ, MY PRIDE

## *Lesson Plan / Period 3*

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Local History Lesson  
**Lesson Plan / Period 3**

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### *Notes*

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### *Resources*

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**Period 3**  
**45 minutes, preferably on Friday**

*Required*

Blackboard/Whiteboard; Chalks/Markers; Template for information entry included in the kit

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Document 1: lesson Overview

Template for information entry, Maps of Hazratganj Market

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### **Objectives**

5th graders, given that they know of the different categories of buildings/shops that exist in the Hazratganj market, are distinctly able to segregate them into respective categories while walking through the marketplace. Additionally, the students are taught the art of finding out information from strangers.

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### **Activity**

1: The teacher revises the different types of buildings/shops present in the Hazratganj market, namely food, clothing, electronics, commodities, and services.

2: The teacher takes the students out for a field-trip near the school. She takes them to the shops present on the road adjacent to the school and teaches them the art of finding out information from strangers. She also shows them how to document this information on the template provided.

Things to find out about the shop:  
— age of the shop  
— what services do they give (if it is not evident from the outside)

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# MY GANJ, MY PRIDE

## *Lesson Plan / Period 3*

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Local History Lesson  
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### Notes

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3: The teacher asks the students to categorise the shops/buildings on the same road into the categories that they have learned in class.

4: The teacher introduces to the students the activity for Day 4, reminding them that whatever they have learned in class would help them in completing that activity successfully.

5: The next activity would be a field-activity, wherein students will go in groups to each sector in Hazratganj market and find out the age of the shops/buildings present there. This information is to be documented in the templates provided. Each student groups would be responsible for one of the categories among the following — food, clothing, electronics, commodities, and services. The teacher assigns the groups a category each. Also, assign a group leader to each group.

Take care to group the students in a manner that each group contains some active and sensible students. Try to group students who are not friends in the same group. That would be a true test of teamwork.

Assigning categories to groups can be done by drawing lots. The group leaders from each group can come forward and pick lots from a box.

Give tips to handle different situations during the activity. Ask the students to not to be discouraged if some shop/building owner denies information. They may be busy.

Leave your phone number with every student in case if they need any help.



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# MY GANJ, MY PRIDE

## *Lesson Plan / Day 4*

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Local History Lesson

**Lesson Plan / Day 4**

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Document 2

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### *Notes*

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### *Resources*

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#### **Day 4**

**Whole day: field activity, Saturday**

#### *Required*

Template for information entry included in the kit

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Document 1: lesson  
Overview

Template for  
information entry,  
Maps of Hazratganj  
Market

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#### **Objectives**

5th graders, given that they have attended the previous two classes, are able to go in assigned groups and find the age of shops/buildings in their respective categories across all sectors of the Hazratganj market. Each group should collect information on at least 10 shops from each sector.

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#### **Activity**

The students find out the age of shops/buildings in their assigned categories and document the information in the templates provided.

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# MY GANJ, MY PRIDE

## *Lesson Plan / Period 4*

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Local History Lesson  
**Lesson Plan / Period 4**

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Document 2

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### *Notes*

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### *Resources*

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**Period 4**  
**45 minutes on Monday**

#### *Required*

Desks and tables to be arranged at the center of the room for class discussion; filled templates of each group from Saturday's activity; A3 sized maps of Hazratganj market's individual sectors included in the kit; Sticker templates included in the kit; Scissors and glue; Blackboard/ Whiteboard; A4 sheets; Pens, markers and sketch pens.

Document 1: lesson  
Overview

Template for  
information entry,  
Maps of Hazratganj  
Market, Sticker  
template

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### **Objectives**

5th graders, given that they went and completed the assignment with their respective groups, are able to find the average age of the shops/buildings in and across all categories separately. The clarity of the exercise should be such that each student has a clear picture of the average age of the Hazratganj market and its varied history.

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### **Activity**

1: The students are asked to use the sticker templates to mark the age of the shops/buildings in all the sector maps.

Take care that the students do not hurt themselves while using scissors.

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## *Lesson Plan / Period 4*

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Local History Lesson  
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### *Notes*

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2: All the sector maps from one group, say food category, will have stickers in food category only. After this activity, there should be five complete maps of Hazratganj (sector maps are to be joined with teacher's help) on the tables, one for each category.

3: The students find out the oldest shop/building category-wise in each sector and the oldest shop/building overall in Hazratganj market.

4: The students find the average age of all shops/buildings within a category — in individual sectors and overall.

5: The students find the average age of all shops/buildings across all category — in individual sectors and overall.

6: The students reflect upon the age and history of Hazratganj.

7: The teacher ends the lesson with a motivational talk on how the students should care for their natural heritage, keep it clean and advise others to do the same.

A template is provided as a guide on how to complete this exercise. Please refer to that.

Students should be able to calculate mean. Just guide them about what they have to do if they are stuck.

Document 5:  
Final exercise guide  
template