



Day 1 / 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

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.

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 is Hazratganj).
- 4: The teacher encourages students to list down what properties does Hazratganj has that makes it a cultural heritage and differentiates it from an ordinary market.
- 5: The teacher gives a brief history of Hazratganj (please feel free to use the history document provided in the kit) and lists out the different types of buildings/shops present in the market, namely food, clothing, electronics, commodities, and services (the description is provided in Document 2: Lesson Plan).
- 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.

MY GANJ, MY PRIDE

Lesson Overview

Day 2 / 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

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.

Activity

- 1: The teacher draws a schematic map of the school on the blackboard and divides it into 5 sectors (See the Document 2: Lesson Plan for reference).
- 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 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 activity over the weekend in which they would make use of what they have learned in that class.



Local History Lesson
Overview for Quick Access
—
Document 1

Day 3 / Period 3

45 minutes, preferably on Friday

Required

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

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.

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 (refer to the Document 2: Lesson Plan for more information). She also shows them how to document this information on the template provided.
- 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 (refer to the Document 2: Lesson Plan), reminding them that whatever they have learned in class would help them in completing that activity successfully.
- 5: The teacher divides the class into five groups; each group would find the age of shops/buildings in any one of the following categories — food, clothing, electronics, commodities, and services. She assigns the groups a category each.

MY GANJ, MY PRIDE

Lesson Overview

Day 4 / Whole day: Field Activity

Saturday

Required

Template for information entry included in the kit

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 atleast 10 shops from each sector.

Activity

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



MY GANJ, MY PRIDE

Lesson Overview

Day 5 / 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.

Objective

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.

Activity

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