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ABSTRACT

This study of Pakistan provides students and teachers an opportunity to understand the political, religious, and literary accomplishments of the Pakistanis. This project is uses slides to show the beauty of Pakistan and its people. A map indicating the distance between Miami, Florida and Pakistan is provided along with a 5-item reference list of materials related to the slide presentation. (JAG)

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1994 Fulbright-Hays Seminar Abroad Project  
Islam Through the History and Culture of Pakistan

Janis D. Youngblood  
Marjory Stoneman Douglas High  
Parkland, Florida  
1994

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**FULBRIGHT-HAYS SUMMER SEMINAR PROJECT 1994**  
**"ISLAM THROUGH THE HISTORY AND CULTURE OF PAKISTAN"**

**Janis D. Youngblood**  
**Social Studies Department**  
**Marjory Stoneman Douglas High**  
**Parkland, FL**

**Introduction:**

**This report provides a summary of work that will be utilized by the participant in the following manner:**

- **Inclusion of the study of Pakistan in the Asian History course taught at Marjory Stoneman Douglas High**
- **Inclusion of the Indus River Valley Civilization in the Honors World History course taught at Marjory Stoneman Douglas High**
- **Presentation to Broward district colleagues on the topic of "Islam through the History and Culture of Pakistan"**
- **Presentation to the Delta Kappa Gamma International Society on the topic "Status of Women in Pakistan"**
- **Inclusion of literature in the role of women in Pakistan to the Advanced Placement Literature class at Marjory Stoneman Douglas High**
- **An assistant to the Model UN Club sponsor who has requested Pakistan as the country assigned to the school with the hope of working on the project in New York at the United Nations**

**Objectives:**

**The purpose of the study of Pakistan is to provide both students and colleagues an opportunity to understand the political, religious, and literary accomplishments of this country.**

**Materials:**

**Slides with script**  
**Trunk artifact exhibit containing items from Pakistan**  
**MacGlobe**  
**Texts (see works cited)**

## Strategies:

1. I have created a slide presentation with script that can be utilized by geography or world history teachers about Pakistan.
2. Creation of a trunk artifact exhibit that can be used by a teacher in conjunction with the slide presentation. The trunk contains the following items: a map of Pakistan, money, a burqa, shalwar qamiz, hats from each province, books purchased in Pakistan, pottery from Multan, shrine cloth from Multan, block print from Hyderabad, henna, jewelry, and music cassettes from Lok Virsa.
3. I am in the process of developing a presentation on the status of women in Pakistan and relate it to the role of women in literature.
4. I have developed a media presentation for students in the Asian History class to plan a trip to Pakistan; find the airfare; hotels to be booked; major sites to explore; foods that will be encountered; write a letter of introduction to the president/ or prime minister of Pakistan requesting a meeting; distance between cities visited and placed on a map; geographical features; weather information; and historical events placed on a time line. The students will use the media center as a base and the computers to find the data to complete the project. At present one CD ROM is available with information that students may use on this project.
5. Presentation of slides to colleageaues on "Islam Through the History and Culture of Pakistan" Oct. 9, 1994. I dressed in the traditional dress and served Pakistani food at the slide presentation.
6. Slide presentation to the Delta Kappa Gamma International Society March 27, 1995. The World Fellowship has adopted a young women who is from Pakistan who is studying at the University of Florida. The goal of the World Fellowship Program is to foster and provide financial assistance to a young women from a foreign country and make her feel at 'home' as she studies in the United States.
7. The United Nations Club sponsor has asked for my assistance in coordinating the presentation in New York when the students represent Pakistan in March of 1995. The students research Pakistan's political, economic, and social background with an emphasis on its foreign policy and position on the agenda items of the United Nations committee to which they have been assigned.

### **Evaluation:**

- 1. I am enclosing the Observation of Educational Travel Documentary evaluation form the Broward County Public Schools uses to award in-service points to those who apply for it. During the slide presentation I gave Oct. 9, my Social Studies department chair evaluated me in the criteria listed on the form. Eighty percent mastery is required in the overall presentation for in-service points. My department chair gave me passing marks in each category.**
- 2. Numerous teachers at my school have requested the trunk artifact exhibit that I have created to be used by world history and geography teachers at Marjory Stoneman Douglas High.**
- 3. I have had three presentations to students whose teachers have asked me to present on the Indus River Valley and the status of women.**
- 4. I have written an article for the Human Resource Development newsletter that is sent to every teacher in Broward County detailing Fulbright opportunities and application procedures. I have received several calls regarding Fulbright opportunities.**
- 5. A successful presentation in New York by the United Nations Club when they visit in March after researching Pakistan with materials I have collected from the trip.**
- 6. Through the presentation to the Delta Kappa Gamma International Society, members will become aware of young women who come to study in the United States and that the World Fellowship Program offers financial assistance and group support while they remain in the US.**
- 7. Students who now have a knowledge of Pakistan through the slides, media project, and the trunk artifact exhibit that were used in the presentation of this unit of study.**

### Works Cited

**Bhutto, Benazir. Daughter of the East. Hamish Hamilton, London, 1988.**

**Duncan, Emma. Breaking the Curfew A Political Journey Through Pakistan. Arrow Books, London, 1989.**

**Fischer-Staples, Suzanne. Shabanu Daughter of the Wind, Knopf, New York, 1989.**

**Rosenfeld, Erwin M. and Harriet Geller. Global Studies, Barron's Educational Series, New York, 1993.**

**Shaw, Isobel. A Pakistan Handbook, The Guidebook Co., Hong Kong, 1989.**

**HUMAN RESOURCE DEVELOPMENT DEPARTMENT**

**OBSERVATION OF EDUCATIONAL TRAVEL DOCUMENTARY**

Date \_\_\_\_\_ Time \_\_\_\_\_ S.S. No \_\_\_\_\_

Name of Participant \_\_\_\_\_ Work Location \_\_\_\_\_

Job Assignment \_\_\_\_\_

Component No: \_\_\_\_\_ Type of Presentation    Videotape     Slide Tape     Film

CRITERIA	SATISFACTORY COMPLETION	
<b>A. PLANNING/PREPARATION</b>		
1. Purpose/objective of presentation	Yes [ ]	No [ ]
2. Overview of presentation (brief outline of what will be seen and heard)	Yes [ ]	No [ ]
3. Benefit of presentation to participant	Yes [ ]	No [ ]
<b>B. ORGANIZATION</b>		
4. Efficient use of time (length of presentation appropriate for target group)	Yes [ ]	No [ ]
5. Clarity of picture	Yes [ ]	No [ ]
6. Quality of sound track	Yes [ ]	No [ ]
7. Preparation of equipment (set up prior to presentation)	Yes [ ]	No [ ]
8. Equipment utilization (operation of equipment)	Yes [ ]	No [ ]
9. Adequate seating arrangement (screen/visuals visible to all participants)	Yes [ ]	No [ ]
<b>C. PRESENTATION OF DOCUMENTARY</b>		
10. Clear, audible speaking voice	Yes [ ]	No [ ]
11. Presentation adequately paced (too fast, too slow)	Yes [ ]	No [ ]
12. Content appropriate for subject area and/or grade level	Yes [ ]	No [ ]
13. Content relevant	Yes [ ]	No [ ]
14. Content related to participants' needs and/or interest	Yes [ ]	No [ ]
15. Participant involvement	Yes [ ]	No [ ]
16. Educational objectives emphasized	Yes [ ]	No [ ]
17. Concepts and/or terminology explained	Yes [ ]	No [ ]
18. Effective conclusion of presentation (major ideas emphasized)	Yes [ ]	No [ ]
19. Evaluation completed (content and/or procedures)		
<b>D. OVERALL EVALUATION</b>		
20. Overall, the presentation was satisfactory	Yes [ ]	No [ ]

**E. COMMENTS/RECOMMENDATION** \_\_\_\_\_

Observation performed by \_\_\_\_\_ Principal [ ] Department Head [ ]  
 (Please check one)

Title \_\_\_\_\_ Date \_\_\_\_\_

**Note:** At least eighty percent (80%) mastery is required on overall presentation to qualify for inservice credits. Participants who score less than 80% will be required to improve in specified areas and present documentary a second time to one of the designated persons: Principal, Supervisor, Curriculum Specialist, Department Head, Grade Group Leader, Human Resource Development.

Broward County Public Schools



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**EDUCATIONAL TRAVEL APPLICATION**  
Component # \_\_\_\_\_

NAME OF APPLICANT: \_\_\_\_\_ DATE: \_\_\_\_\_  
PRESENT JOB ASSIGNMENT: \_\_\_\_\_ Grade/Area: \_\_\_\_\_  
WORK LOCATION: \_\_\_\_\_ Social Security No.: \_\_\_\_\_  
STATE CERTIFICATE VALIDITY PERIOD: Beginning Date: \_\_\_\_\_ Ending Date: \_\_\_\_\_

SEE REVERSE SIDE OF THIS FORM FOR SPECIFIC COMPONENT REQUIREMENTS

1. Have you ever received inservice points for travel? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, list date(s) and year: \_\_\_\_\_

2. List the cities, states, or countries you plan to visit:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Date(s) of Travel: Beginning Date: \_\_\_\_\_ Ending Date: \_\_\_\_\_

4. Describe how the educational travel will be beneficial to your present job assignment:

\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_

5. Indicate the kind of audio-visual documentary you plan to produce:

Videotape: \_\_\_\_\_ Slide Tape: \_\_\_\_\_ Film: \_\_\_\_\_

6. Target audience for documentary presentation: Classroom Students: \_\_\_\_\_ Contemporaries: \_\_\_\_\_

DISAPPROVED FOR THE FOLLOWING REASON(S):

APPROVED

DISAPPROVED

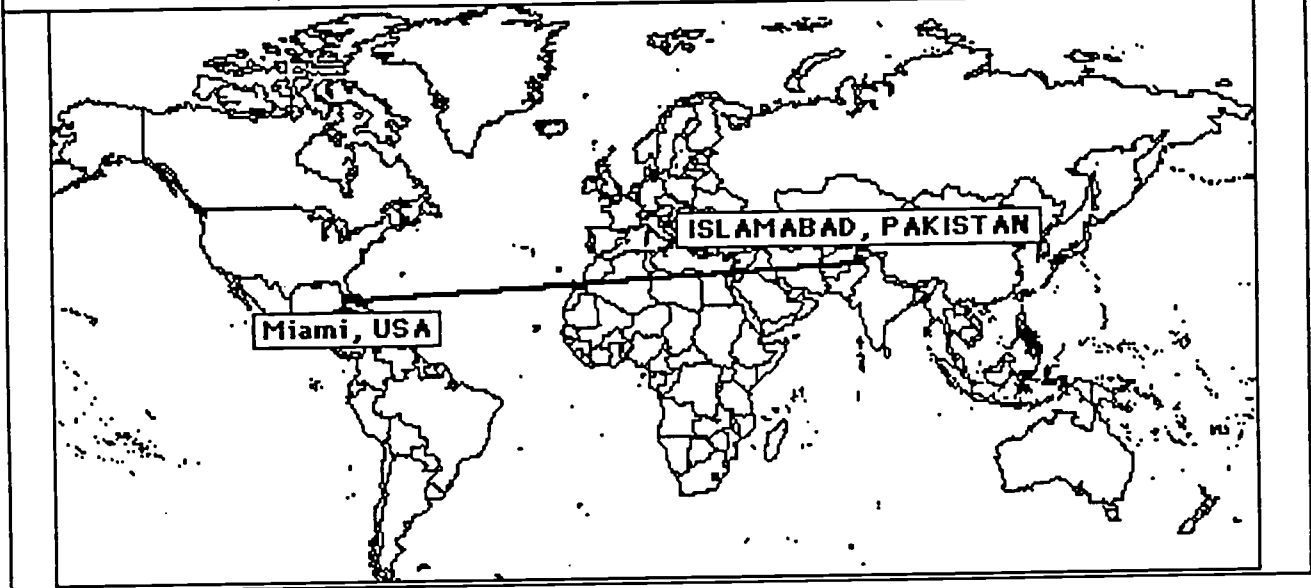
\_\_\_\_\_  
Director, HRD/Instructional Development

Date: \_\_\_\_\_



**From:** Miami, USA  
25°46'N, 80°11'W  
**To:** ISLAMABAD, PAKISTAN  
33°40'N, 73°08'E

**Distance:** 7,966 miles  
**Bearing:** 24.5°



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## PAKISTAN TRIP SLIDES

- A 1 Pakistan map (Islamabad)
- A 2 Melody Market on Friday afternoon
- A 3 Spice Market at Melody Market
- A 4 Holiday Inn Entrance
- A 5 Meeting with US Ambassador to Pakistan John Monjo
- A 6 Construction of Parliament building in Islamabad
- A 7 Government buildings under construction
- A 8 Government buildings under construction
- A 9 Government buildings under construction
- A10 Standing by the Statue of Liberty inside US Embassy
- A11 Marine Honor Guard
- A12 US Ambassador to Pakistan John Monjo with Marine Honor Guard
- A13 Marine Honor Guard
- A14 US Embassy Compound
- A15 Entrance to US Embassy
- A16 Sissy, Charlotte and Carrie purchasing cloth for shalwar qamiz
- A17 Bolts of cloth for my shalwar qamiz
- A18 Faisal Mosque
- A19 Scenery surrounding Faisal Mosque
- A20 Faisal Mosque
- A21 Roof of mosque with crescent on top
- A22 Area to wash hands and feet in front of mosque
- A23 Interior of Faisal Mosque
- A24 Exterior shot of mosque
- A25 Replica on display of Mecca
- A26 Model of Faisal Mosque
- A27 Costs of construction of mosque
- A28 Colorful buses waiting at mosque
- A29 Scenery shot on way to Golra Sharif
- A30 Baking bread at Golra Sharif
- A31 Taking bread out of the oven
- A32 Stacking bread
- A33 Group watching bread being made
- A34 Scenery of city of Golra Sharif
- A35 Area to wash hands and feet
- A36 Shrine cloth on tombs at Golra Sharif
- A37 Golra Sharif Mosque
- A38 Tomb of founder of Golra Sharif
- A39 Golra Sharif Mosque (for men only)
- A40 Teapots which help quench thirst of pilgrims at Golra Sharif
- A41 Looking out of shrine compound
- A42 Pilgrims at Golra Sharif
- A43 Leader at Golra Sharif with group members
- A44 Layout of Islamabad from lookout
- A45 Islamabad panorama

- A46 Islamabad panorama
- A47 Faisal Mosque from overlook
- A48 Proud driver of bus at overlook
- A49 Taxila excavation site Information sign
- A50 Jaulian Stupa Monastery 2 - 5 century A.D.
- A51 Boys swimming in drainage ditch on way to excavation site
- A52 Hills surrounding Taxila excavation
- A53 Jaulian Stupa site
- A54 Lower Stupa court
- A55 Protected Buddha statuary
- A56 Difficult terrain that surrounds Jaulian Stupa
- A57 Dr. Dani giving lecture at Taxila excavation
- A58 Jaulian Stupa
- A59 Disfigured Buddha statues in lotus position
- A60 Disfigured Buddha statue
- A61 Shah Jehan with Dr. Dani at Taxila
- A62 Monastery with baths beyond
- A63 Buddha figure protected from the elements
- A64 Looking down at Stupa lay out
- A65 Sitting down for refreshment break
- A66 Colorful wagon used for transportation
- A67 Sleeping mats at Taxila rest stop
- A68 Greek Influence (Hellenistic characteristics) at Taxila
- A69 Ruins at Taxila
- A70 Ruins at Taxila
- A71 Houses near excavation site
- A72 Workers weeding at Taxila
- A73 Taxila (St. Thomas preached here)
- A74 Taxila remains of Sirkays founded in 190 BC
- A75 Vases at store near excavation site
- A76 Stone bowls

- B 1 Map on road to Northwest Frontier Province
- B 2 On road to Abbottabad
- B 3 Store shop on road to Abbottabad
- B 4 Driver Mumtaz checking wheel ruts from flash flood
- B 5 Scenery on road to Abbottabad
- B 6 Scenery on road to Abbottabad
- B 7 Terraced rice fields
- B 8 Suspension bridge
- B 9 Indus River
- B10 Indus River
- B11 Mountain view from bus
- B12 Sheer drop to river below
- B13 Indus River at lookout point
- B14 Northwest Frontier Province Building Project
- B15 Rice fields

- B16 Gaily decorated car with bride and groom inside
- B17 Boys in river with water buffalo
- B18 Construction road work done by Pathans
- B19 One lane highway due to construction
- B20 Men with rocks that will be road bed
- B21 Thatched houses
- B22 Cemetery
- B23 Tea break at Pearl Continental in Muree
- B24 Pearl Continental Gardens
- B25 Scenery at Muree
- B26 Loaded bus on road to Kalam
- B27 Cooking corn on road to Kalam
- B28 Fog on road to Kalam
- B29 View from bus (washed out road)
- B30 Lunch stop on road to Kalam with local police
- B31 Nathigali (Shangrila Resort Hotels)
- B32 Scenery on road to Kalam
  
- C 1 Meeting with Khan Abdul Wali Khan at his residence
- C 2 Group meeting Khan Abdul Wali Khan
- C 3 Grounds of Khan Abdul Wali Khan
  
- D 1 Map of Khyber Pass/Peshawar
- D 2 On road to Khyber Pass
- D 3 Near mansion held by drug baron
- D 4 Girls along road to Khyber Pass
- D 5 Flash flood that stops our bus on way to Khyber Pass
- D 6 Khyber Pass
- D 7 Khyber Pass
- D 8 Khyber Pass-passage for Alexander the Great and other invaders
- D 9 Entry sign at Khyber Pass - no foreigners
- D10 Briefing by Khyber Rifles - Afghanistan in the background
- D11 Remains of missiles found on Pakistan border (Soviet made)
- D12 Military escort to Khyber Pass
- D13 Gun sign inside Pearl Continental in Peshawar
- D14 Anglican Church after attending Sunday services
- D15 Anglican Church
- D16 Peshawar Museum copy of emaciated Buddha
- D17 Buddha
- D18 Armor in Peshawar Museum
- D19 Weapons in Peshawar Museum
- D20 Guns in Peshawar Museum
- D21 Jewelry in Peshawar Museum
- D22 Woman in traditional dress in Peshawar Museum
- D23 Man in traditional dress in Peshawar Museum
- D24 Boys posing in front of military uniform

**D25 Colorful garment worn by women**

- E 1 Map of Multan**
- E 2 Grave site at Multan**
- E 3 Exterior of mosque under construction in Multan**
- E 4 Tomb of Rukn-e-Alam**
- E 5 Interior of shrine**
- E 6 Interior of shrine**
- E 7 Exterior of Tomb of Rukn-e-Alam**
- E 8 Multan**
- E 9 Multan street with gateway to the city (gun emplacement)**
- E10 Multan city wall**
- E11 View of shrine from gateway**
- E12 Dunes on way to Bahawalpur**
- E13 Date palms with desert as backdrop**
- E14 Cultivated farmland**
- E15 Getting gas on way to Bahawalpur**
- E16 Small mosque on road to Bahawalpur**
- E17 Camels resting in shade**
- E18 Dry river bed**
- E19 Uch Sharif**
- E20 Cemetery surrounding mosque**
- E21 View of destruction of the mosque**
- E22 Tomb of Bibi Jawindi**
- E23 Tomb of Bibi Jawindi**
- E24 Cemetery**
- E25 Tomb of Jalaluddin Surkh Bukhari**
- E26 Village procession**
- E27 Walking through Uch Sharif**
- E28 Cow patties on side of building**
- E29 Thatched roof village**

- F 1 Map of Lahore**
- F 2 Lahore Fort**
- F 3 Lahore Fort (reconstruction)**
- F 4 Lahore Fort and grounds**
- F 5 Mirrored rooms inside Fort**
- F 6 Intricate design inside Fort**
- F 7 Carrie and Marilyn on elephant walk inside Fort**
- F 8 Lahore Fort entrance**
- F 9 Asoka symbol inside Lahore Museum**
- F10 Elephants on blue tile inside Museum**
- F11 Daggers inside Museum display**
- F12 Display of swords**
- F13 Emaciated Buddha statue**
- F14 Wazir Khan Mosque**

- F15 Wazir Khan Mosque
  - F16 Inside square of Mosque
  - F17 Brightly painted panel at Wazir Khan
  - F18 Imam chair inside Mosque
  - F19 Looking at minaret
  - F20 Women praying in separate structure
  - F21 Lahore Gate
  - F22 Donkey cart waiting in Lahore
  - F23 Street scene in Lahore
  - F24 Shalimar Garden diagram
  - F25 Shalimar Fountain
  - F26 Entrance into Shalimar Garden
  - F27 Fountains without water
  - F28 Fountains
  - F29 Shalimar Grounds
  - F30 Posing in Shalimar Garden
- 
- G 1 Map of Quetta
  - G 2 Prohibited military area
  - G 3 Man with camel
  - G 4 Road to Lak Pass
  - G 5 Posing with guard on road to Lak Pass
  - G 6 Military escort
  - G 7 Lak Pass
  - G 8 Mosque on way to Kalat
  - G 9 Mosque
  - G10 Storage pots for water
  - G11 Mustang School
  - G12 Mustang School
  - G13 View from Prince's palace in Kalat
  - G14 Prince's mosque
  - G15 Prince's palace in Kalat
  - G16 Stairway to roof of palace
  - G17 Military escort posing in front of palace
  - G18 Kalat house
  - G19 Rose garden in Kalat
  - G20 Lunch at deputy commissioner's house
  - G21 Camels eating by roadside
  - G22 Bricks stacked and drying in the sun
  - G23 Man making bricks individually with mold
  - G24 Afghan men around roasted peanuts
  - G25 Street scene with tractor and goats on road to Ziarat
  - G26 Selling sheep at market
  - G27 Sheep/goats being sold at market on way to Ziarat
  - G28 Water reserve for irrigation
  - G29 Agricultural field
  - G30 Working to get water to field

- H 1 Scenery on road to Ziarat
- H 2 Jennah's summer home (inside under construction)
- H 3 Posing on terrace
- H 4 Entrance to Jennah's home
- H 5 Group photo in front of Jennah's home
- H 6 Stores along road in Ziarat
- H 7 Millage sign in Ziarat
- H 8 Desolate scenery from Ziarat to Quetta
- H 9 Shopping at bazaar in Quetta
- H10 Turban clad worker at Quetta Serena
  
- I 1 Map of Mohenjo Daro
- I 2 Mr. Dean with brick inside excavation site
- I 3 Military escort inside Mohenjo Daro
- I 4 Reconstruction of wall in Mohenjo Daro
- I 5 Mohenjo Daro well
- I 6 Group with Mr. Dean inside excavation site
- I 7 Posing inside dwelling at Mohenjo Daro
- I 8 Overview of dwellings inside excavation site
- I 9 Bhutto's grave with shrine cloth
- I10 Graveside of Bhutto's son
- I11 Other graves of Bhutto family members
- I12 Larkana
  
- J 1 Map of Thatta
- J 2 Shah Jahan or Jami Mosque
- J 3 Entrance into Shah Jahan's Mosque
- J 4 Design on mosque
- J 5 Intricate design on coffin
- J 6 Moghal design
- J 7 Mosque exterior (blue tile)
- J 8 Makli tomb
- J 9 Makli tomb
- J10 Reconstruction of tomb inside Makli (two story building)
- J11 Makli tomb
- J12 Design on tomb
- J13 Display of tombs
  
- K 1 Map of Karachi
- K 2 Camel ride
- K 3 Arabian Sea
- K 4 Clifton Beach
- K 5 Clifton Beach
- K 6 Kashmiri with packages that are being sewed together to mail to US
- K 7 Melting wax for package
- K 8 Placing wax on package

**Page 7**

- K 9 Sewing up package**
- K10 Karachi fish market**
- K11 Karachi fishing fleet**
- K12 Karachi fish market**
- K13 Purchasing fish at market**
- K14 Dhobl Ghat (washing clothes)**
- K15 Dhobl Ghat**





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