

HERITAGE and its PROTECTION

Lesson plan by Anne Uibo, a teacher from Estonia

Objectives:

1. Students will understand the definition of heritage and know its different types.
2. Students will understand the concept of World Heritage and see the position of our national heritage in the world context.
3. Students will evaluate the examples of our national heritage.
4. Students will understand why heritage needs protection.
5. Students will become aware of the steps taken by UNESCO in the field of world heritage protection.

Age group: 12-16

Level of English: Intermediate+

Time: 45 minutes or more, depending on the time spent on group work

PROCEDURE:

1. Begin (with revision) by asking students what the word “heritage” means.

Let them offer answers, then compare with any reference resources, for example

heritage (noun) /'herɪtɪdʒ/ [usually singular] - the history, traditions, buildings and objects that a country or society has had for many years and that are considered an important part of its character

<https://www.oxfordlearnersdictionaries.com/definition/english/heritage?q=heritage>

or

pärand - surnud isikutest, eelnenud põlvkondadest, varasematest aegadest pärinevad vaimsed varad v. väärtused; minevikust jäänud jäljed olustikus, elulaadis vms. *Loominguline, teaduslik, ideeline pärand. Kirjaniku vaimne, käsikirjaline pärand. K. J. Petersoni, E. Vilde kirjanduslik pärand. J. Käisi pedagoogiline pärand. Eesti rahvalaulu, rahvaloomingu rikkalik pärand. Antiikkultuuri pärand. Purustatud linnad on sõja sünge pärand. Minevikuaegade, kolonialismi raske pärand. *Haavad tohterdati, kuid eluaegseks pärandiks jäi paaniline hirm hanede ees. G. Ränk.*

▷Liitsõnad: **arhitektuuripärand**, **kirjanduspärand**, **kultuuripärand**, **kunstipärand**, **luulepärand**, **minevikupärand**, **rahvapärand**, **rahvalaulupärand**.

<https://www.eki.ee/dict/ekss/index.cgi?Q=p%C3%A4rand&F=M>

2. Ask students what the different types of heritage are.

Let them offer answers, then draw the following diagram on board for revision:



3. Ask students what a World Heritage site is, why they are selected.

Discuss with students what they know about UNESCO World Heritage lists, give different examples from <http://whc.unesco.org/en/list/> ,
<https://ich.unesco.org/en/lists> ,
<https://en.unesco.org/biosphere/wnbr> ,
<https://en.unesco.org/creative-cities/creative-cities-map>.

4. Ask students if they can name any Estonian sites/ traditions inscribed on these lists. Let them offer answers, then discuss the following:

Historic Centre (Old Town) of Tallinn (1997)

Struve Geodetic Arc (2005)

Baltic song and dance celebrations - Estonia, Latvia and Lithuania (2008)

Kihnu cultural space (2008)

Seto Leelo, Seto polyphonic singing tradition (2009)

Smoke sauna tradition in Võromaa (2014)

West Estonian Archipelago (designation date 1990)

What type of heritage does each of them represent?

5. Now pick three Estonian representatives from the UNESCO heritage lists, one for each type of heritage, and discuss them more thoroughly.

Choose: Old Town of Tallinn – cultural,
West Estonian Archipelago – natural,
Estonian song and dance celebrations – intangible.

Ask students to work in groups and discuss the following questions about each heritage site/ tradition:

- 1) What value does each site/ tradition hold for our country/ nation?
- 2) What do people/visitors do at the site? / How do people experience the tradition?
- 3) Is the site/ tradition important or known to people outside Estonia?
- 4) What is the current condition of the site/ tradition?
- 5) What would happen if the site was damaged or destroyed? What would happen if the tradition died?
- 6) What about the threats? What might cause damage or destruction to the site? What might cause breaking with the tradition?
- 7) Would the site still be remembered following destruction or would people quickly forget about it? Would the tradition still be remembered after not observing it or would people quickly forget about it?
- 8) What can we all do to protect the site/ to make the tradition live longer?

6. Each group will report their ideas to the class. Have a brief class discussion later.

7. Introduce students to the UNESCO World Heritage protection documents.

The key points of World Heritage Protection were expressed in an international agreement which was signed already in 1972, see http://portal.unesco.org/en/ev.php-URL_ID=13055&URL_DO=DO_TOPIC&URL_SECTION=201.html.

Compare: did students come up with similar threats and solutions?