



CULTURAL HERITAGE LESSON PLAN

Learning outcomes

The students will be able to

- State the meaning of protecting heritage.
- describe the dangers tangible heritage is exposed to.
- Describe the role of the professionals involved in the protection of heritage.
- Give examples of how heritage is protected locally, nationally and internationally.

Material

- White board
- A set of pictures of samples of tangible heritage: monuments, work of art,
- Computers for websearch
- Material to create posters (poster sheet, feltpens, etc)

Methodology

- Collective debating
- Group work
- Individual/pair work

Results

Mindmap poster recapitulating the contents of the lesson: the value of heritage, the dangers it is exposed to, its protection. This midmap will be displayed in the school.

Lesson steps

I THE VALUE OF HERITAGE

- 1) Debate: what would it be like to live in a world with no traces of heritage?

a. Watch this video https://www.youtube.com/watch?v=K1_fGqaHHo

Pick up words or sentences these people use to speak to answer the question: "how would you feel if your heritage got damaged or destroyed"

b. The students debate about the video and then give their own answer to the question.

- 2) Why is heritage important? > collective writing of a text.

-memory: for a better understanding of the present, necessity to understand the past.

-For the legacy to future generations

-heritage= a shared property, collective dimension linked to identity, to property. Cultural heritage belongs to a community, to a collectivity that can be enlarged to human kind.

II HERITAGE IN DANGER

- Collective brainstorming on the dangers tangible heritage can be exposed to.
- When done, show them a few pictures of samples of tangible heritage: monuments (from different parts of the world), works of art, etc. Ask the students to think in groups of 3 or 4 of as many things as they can that can damage these pieces of heritage.
- pooling of their ideas

They should be able to find the following ideas: *looting, exposition to pollution, erosion due to weather conditions, natural disasters (earthquakes, floods, etc), damaging due to time (lack of conservation), wars, intentional damaging, town planning, lack of money*

- Collective discussion to see whether some of these dangers have something in common. *Two categories could come out: dangers linked directly to human activity/ dangers with natural causes.*
- Websearch to check/amend these ideas. <https://whc.unesco.org/en/158/>

III THE PROTECTION OF HERITAGE

1) Professions linked to heritage

The students name professions they know that are linked to the protection of heritage.

Archeologists, ethnologists, art historians, curators

Discussion + websearch to determine what their job consists in. *keywords: What does a... do?*

<https://www.yourfreecareertest.com/career-research/list-of-careers/>

The professionals often look for what has been left behind in the form of artifacts and other evidence in order to make sense of the past. Then they have to make conclusions about what the artifacts tell about the culture and the people.

2) Fondations, organismes privés, mécénat.

Make a list of several important organizations (private bodies, public organizations), measures or laws that work for the safeguarding of heritage at different scales: local, national, international

The students will make some websearch in small groups to determine what they are and what their action consists in.

In France:

- Fondation du Patrimoine
 - Service Régional Archéologique
 - Lois > Code du Patrimoine encadre, par exemple, les fouilles archéologiques
 - Liste des Monuments protégés dont l'État prend en partie à sa charge l'entretien. (environ 300 millions d'€)
 - Archives
 - Musées > conservation, expositions, mises en valeur, restaurations
 - Inscription Patrimoine mondiale de l'Unesco garantit sécurité et préservation
 - Journées du Patrimoine en septembre en France : valorisation, ouverture au public de sites
- 3) At an individual scale: ask the students how they can help protect heritage at their own scale.

IV Final result

The students will recapitulate the contents of the lesson and produce posters in groups:

poster 1 : the value of heritage (personal testimonies)

poster 2: the dangers heritage is exposed to.

poster 3: the jobs linked to the protection of heritage and what they consist in.

poster 4: the different ways heritage is protected on a local, national and international scales.

The posters will be displayed in the school.