

Material cultural heritage



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ENVI-MOBILE: Integration of mobile learning into environmental education fostering local communities' development

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Activity No. 1

Part of the lesson: EVOCATION

The aim of the activity: Motivational presentation and controlled interviews to measure the level of knowledge of the material monuments, directing students to the fact that each of them knows the world famous monuments and intuitively senses what belongs to the material heritage.

STEP 1.

Brief description of the activity:

View PowerPoint presentations, demonstration photographs or video projection with pictures of monuments from home and abroad (example in Annex 1). Examples on the Internet:

<http://whc.unesco.org/en/about/>

During the projection of the prepared screens, photos or presentation files attached to the whiteboard, the students are asked the questions below.

Instruction (what you need to tell the students):

Think about:

What do you see in the picture?

What do all images have in common?

What will be considered as historic sights?

What belongs to the cultural and historical monuments?

Do all these monuments originate in one country?

Do you know these sites sorted by countries?

What monuments are located in our neighbourhood?

Tools for the activity (everything you need to take to the classroom): Presentation prepared as indicated in "Notes" below

Estimated time (max. 40 min.): 5 minutes

Notes: The day before, prepare presentations, photos or pictures of interesting historic buildings, national clothes, books and folk architecture. Select these objects from at least four different countries e.g. : Slovakia, Italy, Spain, Czech Republic.

Activity No. 2

The aim of the activity: Familiarizing students with the basic concepts, categorizing a wider range of historical images and objects, learning to understand the importance of the material heritage and highlighting its' diversity.

STEP 1.

Brief description of the activity:

Work with the visual material presenting different historical sites, sorting them into different groups: the material monuments, written documents, pictorial monuments. Students work in the groups, provided the same set of images for sorting. Groups can compete to sort the images within the time limit. To evaluate the task, the sorting results can be presented on the board.

Instruction (what you need to tell the students):

On today's lesson we begin to deal with insights into our past. There are many monuments around us that remind us of the past. These monuments are the basic profound for the recognition and revelation of the past. Historians call them historical sources.

What do you think may be a historical source? (...)

Historical sources are divided into three basic groups - the material, visual and written sources.

Try to sort out the sources on the images into different groups: material, visual, written. When ready, we will together check the results.

STEP 2.

Brief description of the activity:

Familiarize students with the ways and means of acquisition and recognition of the material monuments, work with the previous pictures and/or the models of archaeological findings.

Using the method of controlled interview for familiarizing students with who is an archaeologist and what archaeology means.

Instruction (what you need to tell the students):

We can see that around us there are many historical monuments that tell us about how people lived in the past.

Think about:

What does the archaeology mean?

Have you ever met with this concept?

Part of the lesson: APPRECIATION

Today, the popular films tell us about the seekers of different monuments - treasures, temples, etc., such as Indiana Jones or the series Huntress secrets. Some of these seekers are only adventurers, other are scientific experts - historians or archaeologists.

Do you know what an archaeologist does? What does it mean to be an archaeologist?

Archaeologists are interested in everything around us. Practically they are searching for what once people thrown away, buried, forgot, destroyed and deposited on the surface of the earth. So they are like a garbage men constantly digging in the forgotten "garbage". But they also find beautiful and rare treasures, which you can see in the newspapers, on television and in the movies. For archaeologists it is a big treasure if they find even a tiny piece of an old mug, "telling" them an interesting story of their owner, his/her life etc.... Archaeologist is in a fact a detective, revealing our past, which nobody would have noticed if there has not been an archaeological research.

Archaeologists continue to conduct emergency research in hazardous locations to get a lot of important information, using scientific approach, because archaeology is a science. Subjects discovered by archaeologists (artefacts) are exhibited in the museums.

STEP 3.

Brief description of the activity:

Work with Annex 2.

If you have the computer room or interactive whiteboard, you can use Annex 2 and work on it together with students.

If students have computers, they can work on the interactive work sheet individually or, if on a paper, they work individually or in the groups.

Distribute worksheets to students (groups).

At the end, make sure you together review the correct answers.

Instruction (what you need to tell the students):

Work with the worksheets individually. In conclusion compare your answers in pairs.

Tools for the activity (everything you need to take to the classroom): Pictures of tangible, written and pictorial monuments - identical copies of the images for each group, Worksheet (Annex 2), computers, computer room, or interactive whiteboard, didactic tool - sample archaeological findings

Estimated time (max. 40 min.): 20 minutes

Notes: If available, work with the interactive whiteboard, where the teacher can prepare in advance the pictures of the material monuments (tools, jewellery, weapons, buildings, tombs, sculptures, archaeological artefacts, national clothes, musical instruments...), written and pictorial heritage. Use the interactive whiteboard to create three "containers" by the type of monuments to which the pictures can be sorted out.

This activity can be frontal and students together classify the images in containers. On the interactive board, you can set up the function of "container", where wrongly assigned image will automatically return to its original position.

Part of the lesson: APPRECIATION

Activity No. 3

Part of the lesson: REFLECTION

The aim of the activity: Application of the acquired knowledge in new situations, recognition of the material cultural heritage in the surroundings.

STEP 1.

Brief description of the activity:

Ask students to write down their ideas, about what they think are the historical monuments in their area.

At the end make a conceptual mapping. You can use the whiteboard, flipchart paper with coloured markers or flipchart paper with coloured sticky papers and you can use either a frontal or group work.

If using the frontal method, write this text "MONUMENTS OF OUR SURROUNDINGS" in the middle of the paper/board.

You can divide students into groups and invite each member to write down one monument/or place the sticker on the board. Time: max 5 minutes.

Discuss the issues.

It is appropriate if you have two lessons allocated to this topic. On the next lesson you can go for a walk in the surrounding area, recognizing local monuments.

Instruction (what you need to tell the students):

Work in the groups and think about what monuments are situated near you. Always write only one monument on one paper. Think of all the old buildings, churches or monuments in your neighbourhood.

(after about 3 minutes) A representative of each group sticks one paper on the board. If you still have other than those listed here, add it to the list.

Now, think about and answer the questions:

- In what condition are the monuments nowadays?
- Did you know them before?
- Why should we care for these monuments?
- Do you think that they should be preserved for future generations? Why?
- What steps would you suggest to take to protect them, if you were, for example, a member of the city council?

Tools for the activity (everything you need to take to the classroom): Whiteboard, flipchart paper, markers, coloured sticky notes

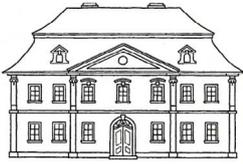
Estimated time (max. 40 min.): 15 minutes

Notes: -

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Annex 2 - WORKSHEET

1. Select an object that represents a material monument.





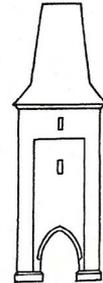






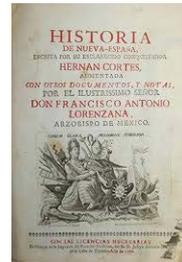








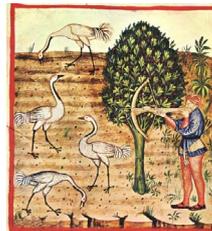
























MATERIAL CULTURAL HERITAGE

2. Draw one material cultural monument or copy image of material monument from the Internet.

3. What do we know from archaeological findings? Classify objects to a particular sphere of life. Match the letters from the pictures below with the concrete sphere of life they represent.

Fashion	
Clothing	
Table manners	
Cooking	

Housing	
Crafts	
Agriculture	

			
T	Y	H	R
			
I	S	O	

4. Cut out puzzle and assemble the picture. What is hidden on the picture?

