

Identity Detectives



Lesson 3



Lesson Plan 1

Lesson Notes

Subject:

Class

Lesson

Date:

Time:

Materials

Expectations

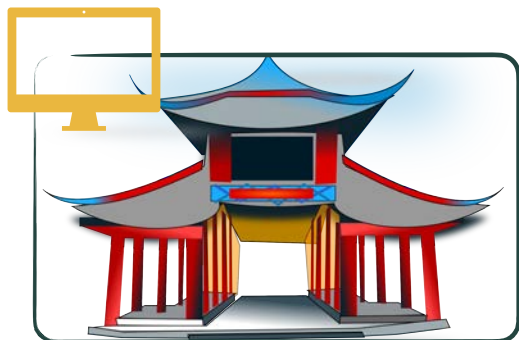
Goals For Success

Lesson Plan

Evaluation

LESSON 3 - INTRODUCING HERITAGE

The accompanying materials will be supplied or are downloadable from the Chinese Welfare Association website, in particular the Virtual Chinese Resource Centre. Here in the Conference Room, the video screens on either side of the stage contain hotspots which lead to the resources below.



Virtual Chinese Resource Centre

A tour of the Virtual Chinese Resource centre will allow pupils to access information and undertake 'detective' work. Investigation - What are the most important parts of identity?



Video Presentation and Quiz

Let pupils watch Stella's Introduction Video and reflect on her presentation on traditions



Heritage Detectives Learning Journal

The main activity will be to explore one aspect of identity and that is heritage and how important it is

ONLINE SAFETY

The materials are designed to be delivered in a class room, or in a home schooling situation, however pupils are encouraged to access the internet and undertake research there, so teachers or parents should ensure they are aware of potential dangers and undertake awareness raising prior to use, and monitor usage.



INTRODUCING IDENTITY & HERITAGE

UNDERSTANDING HERITAGE



Age Suitability: KS1 and 2

Availability: Classroom based

Duration of lesson: 45 minutes – 1 Hour

Maximum Class Size: 35

Content:

This interactive session introduces pupils to the concept of heritage. The aim of this introductory session is to familiarise pupils with the definition of heritage and what all can be accepted as heritage. This will challenge common assumptions that it is only stately homes and archaeological sites, and introduce the idea that heritage is all around us and is often different things for different people.

The aim of the lesson is also to demonstrate that heritage is important and valuable so it is protected. If it were not it might be damaged or lost and we would all lose something of ourselves with it. Therefore the international community and individual governments step in to protect it and to do so they pass laws and develop policy which defines heritage and we end up with sites, artefacts and customs of importance.

Lesson Background:

The goal of this lesson is to help pupils understand the concept of heritage by looking at how and who defines it and how this can be different from our own personal views. This means that there are different heritages all existing alongside one another, or perhaps different communities or groups place more importance on one aspect of heritage over another.

Learning Objectives

- By the end of this unit, you should be able to:
- identify a wide range of events, places and objects that might qualify as 'heritage'
- explain the key international definition of heritage
- describe the many ways in which events, places and objects become 'heritage'

UNDERSTANDING HERITAGE

- demonstrate, with examples, how heritage is intrinsically important
- show how heritage may mean different things to different communities

Lesson Outline:

Introduction (5-10mins): Defining Heritage

This unit is all about heritage. The first few sections will lead you to question your own notions of heritage, while subsequent sections will explore historical and contemporary notions of heritage from both the UK and abroad.

Activity 1 (15-20mins): What Do You Think Is Heritage?

Using the learning journal pupils should write down some key words that spring to mind when you think of the term 'heritage'. Then they should write down some of the sorts of things that they think could be described as heritage. Save this list so that you can refer to it later on.

Get pupils to look at a number of images, in our virtual gallery and ask which they think are examples of heritage, and why. Do they identify with any as part of your own heritage, or are there equivalents eg food? Have them write down what they would consider part of your heritage, and put tick against those which you think represent heritage more broadly (and nothing if you are not sure).

Develop this activity by exploring which images they left out and why.

Heritage can be defined as everything we inherit from previous generations, something which could apply to all of the images above. Whether they are part of your own heritage, however, will depend on your own sense of identity, community and nation as well as your own set of values.

Activity 2 (10-15mins): What Is the definition of Heritage?

Ask pupils to look at the ways in which a dictionary defines heritage. Using a dictionary, physical or online, search for the word 'heritage' and make a note of the definition provided. One of the meanings of 'heritage' offered by the *Oxford English Dictionary (OED)* is 'characterised by or pertaining to the preservation or exploitation of local and national features of historical, cultural, or scenic interest, esp. as tourist attractions', but there are several other meanings of the word, including 'inheritance' and 'lineage'.

UNDERSTANDING HERITAGE

Our heritage is the things that we value and want to pass onto the next generation. This can be buildings and landscape but also memories, rituals, music, skills and knowledge. The word is linked to the idea of "inheritance"

Activity (10-15mins): Who Decides What is Heritage?

Show pupils pictures of the Giants Causeway, and the selection of other world heritage sites in the UK. The photographs appear to show very different types of place, in locations that are widely geographically spaced. One of these is a 'natural' place, others are humanly made. In what ways might we characterise the similarities between these places? What qualities can we find that link them?

Although they are very different, both of these places are considered to be 'heritage', indeed 'World' heritage, and both are listed on the United Nations Educational, Scientific and Cultural Organization (UNESCO) World Heritage List. In the exercise we will look at what rules or criteria are used to decide what is heritage.

Introduce the idea that different organisations have different definitions.

UNESCO - divides heritage between 'cultural' and 'natural' manmade and naturally occurring.

"All inherited resources which people value for reasons beyond mere utility."

Conservation Principles, English Heritage, 2008

"Heritage is a broad concept and includes the natural as well as the cultural environment. It encompasses landscapes, historic places, sites and built environments, as well as bio-diversity, collections, past and continuing cultural practices, knowledge and living experiences. It records and expresses the long processes of historic development, forming the essence of diverse national, regional, indigenous and local identities and is an integral part of modern life. It is a social dynamic reference point and positive instrument for growth and change. The particular heritage and collective memory of each locality or community is irreplaceable and an important foundation for development, both now and into the future."

International Cultural Tourism Charter, ICOMOS, 2002.

The final point in defining heritage is that it is seen as important or valuable, either in its own right as a rare object or a traditions which is dying out or it is seen as defining an area, community or people such as national costume.

Activity (10-15mins): What is Your Heritage?

Heritage then is what we have received from previous generations, and what we feel defines us and is important. Look back at the previous Identity Chart exercises and list things which we see as part of our identity which are also heritage. This can be our language, music or costume as

UNDERSTANDING HERITAGE

well as things which our local community or nation value enough to be seen as part of our identity.

Heritage is a very difficult concept to define. Most people will have an idea of what heritage 'is', and what kinds of thing could be described using the term heritage. They also recognise the existence of an official heritage that could be opposed to their own personal or collective one. For example, the difference between what we see in museums, which tell a wider national story or deal with broader themes as opposed to the family heirlooms we treasure. Another key point in defining heritage is that it includes objects, places and practices from the past that have some significance in the present.

Differentiation/Extension

Another useful exercise is to draw attention to the differences between heritage and history. This extension is for older classes and will demonstrate the difference and how history and heritage relate to each other.

Defining heritage as 'aspects of our past that we want to keep' also sets heritage apart from history. Heritage is not history: it is not what happened in the past but what has survived from the past. These survivals include 'intangibles' such as custom and belief, but 'heritage' in this context more commonly refers to tangible evidence, for example, prayerbooks and church buildings.

This difference between history and heritage should be stressed, especially as there is an increasing tendency to confuse the two and to re-label history as heritage. Here are two working definitions of history: first, history is everything which has happened. That is, history is the past. The second definition is: history is the interpretation one makes of the past. That is, history is created by historians and others and it is a process of selecting facts, describing and analysing them and passing those interpretations on to a wider community. This means that the past will be constantly reinterpreted not only as new evidence is discovered but as opinion changes and according to the interests and power of different social groups.

Heritage is less evidence based and can often become romanticised or commercial. Many historians are critical of heritage as 'bad history' because heritage can involve an emotional response to or "experience" of the past. There is also a notion that these objects and sites belong to "us," that is, to a group defined either by nation, region, ethnicity or family. It is this belonging of "the tangible past" that gives heritage the power to develop group identities. "Heritage" is, in this sense, "inheritance": a past that is bequeathed to "us", and that we, therefore, have an obligation to preserve for those who come after us.

UNDERSTANDING HERITAGE

Links to Curriculum

These lesson plans have been designed to support teaching of the curriculum for Northern Ireland. A brief summary of how curriculum objectives are met is included below.

The World Around Us

Pupils discuss the development of heritage as a concept around the world

Language and Literacy

Pupils watch and then respond in writing to set questions

Personal Development and Mutual Understanding

Mental Wellbeing: maintaining a healthy self-concept

Clarifying own values; including reflection on the origins of personal values and beliefs

Self-improvement through constructive self-reflection

ACTIVITY - WHAT DOES HERITAGE LOOK LIKE

To explore what preconceptions of heritage are, and widen the definition to consider modern sites, engineering and industrial heritage as well as natural heritage sites.



ACTIVITIES HERITAGE

The first concept we need to introduce is the difference between history and heritage and how they relate to each other.

History is the discovery, collection, organisation and presentation of information about the past of people, places and events. It is usually presented in writing or through audio-visual media. It is evidence based but can be open to interpretation just like two people telling their versions of the same event. These versions change as new evidence is discovered or as we view things differently. Simply put history is an account of events that have happened in the past. History can be a subject that is easily taught at school using facts organised in chronological order

Heritage refers to what has been preserved and passed down from previous generations. It is something that can be conserved or inherited, and something that has historic or cultural value. It has been created and given meaning by people, representations of our cultural heritage have social value. The value for society can be cultural, artistic, historical, archaeological, or anthropological. It can be tangible like buildings or artefacts, or intangible practices, knowledge language music and includes landscapes and now even digital forms all of which can be handed down.

1. WHAT IS HISTORY?

Exercise - Get pupils into groups of four or more and ask two volunteers to remember and retell details about an event they were both witness to eg a sports event.

Make sure one narrator supports one team but the other supports their rivals, and neither of them can hear the other's account. Then ask the group to write down where their stories differ. This will introduce the concepts of bias, or the reliability of evidence.

2. WHAT IS HERITAGE?

Ask the class to find online or to tell you what items record or celebrate the event that was described eg a trophy, or poster, or a film made about the event.

Exercise - from that event or something else the pupil thinks is important make a memory box with items or even hand made pictures that can form a time capsule for future generations to learn about the past, no words just images or objects can be used.

3. HOW DO THEY WORK TOGETHER?

Conclude this section by showing how their time capsule can be used in the future to tell the story of the past.

IDENTITY DETECTIVES

A learning Resource developed by the Chinese Welfare Association
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Experience



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Educational materials developed by

