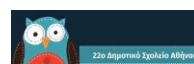




YoungArchers

Lesson Plan 2

Heritage Buildings and their Stories





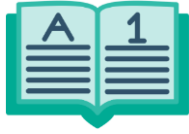
Disclaimer

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Title of Lesson: The Built Heritage History of a Specific Building



Description

This activity acts as a tool for the historical enquiry of a specific built heritage. The teacher will guide the students while doing some desk research on the history of the building they worked on for the creation of the 'empathy map'. Based on their research, they will develop a performance scenario and engage in role-playing to narrate through the theatrical performance of the story and the social, environmental and economic context of the respective building.



Learning Objectives

Students will be able to:

- Demonstrate the ability to conduct research in order to understand the history of a specific building.
- Recognise the connection of buildings with cultural heritage.
- Address the concept of cultural heritage preservation, including building preservation and traditional preservation.



- Locate the ideological conflict revolving around the concept of preservation, including those who are proponents of their conservation, as opposed to those who want to demolish and replace them, and the reasons behind it.
- Learn to collaborate in mixed-ability groups.

Related curricular subject(s)

- Primary: History, Geography
- Other topics: Architecture, Theatre

Age of students

- Primary school students (9 to 12 years old)

Duration

- 120 minutes (can be divided into 3 to 4 educational sessions)

Level of difficulty

- Moderate

Sequence format

- Lesson 2 to be delivered after Lesson 1

Prerequisites and preparatory actions for teachers

- Teachers should help their students familiarise themselves with the definition of built heritage (see Module 5, Lesson 1)

Prerequisites and preparatory actions for students

- Students should be familiar with the definition of cultural heritage (see Module 5, Lesson 1)



Step by step description of the tasks

- Step 1: Having already delivered the lesson on 'What is cultural heritage' (see Module 5, Lesson 1), students are divided in their group and are guided by their teacher in order to conduct research on the history of the building they selected for the 'empathy map' (20 mins).
- Step 2: Based on their research, students develop a short theatrical scenario to tell the story of the building. Main information about the building should include the year it was built, what were the past uses of the building and what is the current state/use of the building (30 mins).
- Step 3: Students divide their roles and practice their act (15 mins).
- Step 4: Each group presents their act to the rest of the classroom (10 mins per group).
- Step 5: Group discussion based on the power of storytelling through built heritage (15 mins).

Evaluation and Feedback

- During the theatrical performance, the teacher will assess whether the information provided for the respective building is correct. This will provide evidence that the students understood how to conduct historical research on a building and interpret their findings.



Digital Tools (if applicable)

- Online sources for research, including Europeana



Other materials needed (if applicable)

- Props for the students to use in creative ways during their performance. Use [Twinkl](#) for inspiration.



Advice for accessibility and inclusion

- Make sure the classroom is accessible to students with disabilities to ease their movement around the classroom during the performance.

Resources

- Arts on the Move (2023). [Drama in Education](#).
- [Twinkl](#) is a platform that provides educators with high-quality, trusted teaching and learning resources for different age groups.