

Walls Tell Stories

CBSE, EVS, Class – V, Unit -10

Study the Heritage Buildings... Know the Past...

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Learning objectives:

- Understand heritage buildings as a source of knowledge about our past - how construction methods and materials used in the past differ from the present day; differences in the life style of people in the olden days

Learning resources: Photos of local historical places, slide show, flash cards

ENGAGE

Activity 1: Direction game – The teacher asks the students to gather in a circle. She calls out the names of different directions and students have to stand facing in that direction. Students who face the wrong direction will be out of the game.

Activity 2: Discussion on old buildings and temples in their locality - Teacher asks the children to share their knowledge about the local temples and places of historic importance in their area – e.g. when they were built, if they know who constructed them, what forms and sculptures have they seen in the building

Activity 3: Video Screening - Teacher screens the videos of some historical forts like Ginjee fort or other heritage buildings. She can ask them questions about the ventilation system in the structure, the tools that could have been used for the carvings etc.

Videolinks: <https://www.youtube.com/watch?v=5rADZ7sP0DQ>;

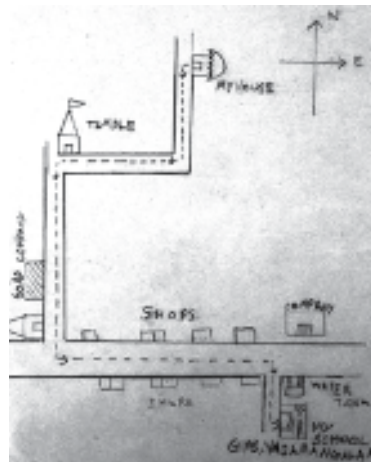
<https://www.youtube.com/watch?v=6V5bd-1Ew34>; <https://www.youtube.com/watch?v=SWS2e1TENxg>

திசைமானி

Activity 3: Experience sharing – The teacher asks children to share their experiences about any fort or heritage place they have visited in the past.

EXPLORE

Activity 1: Creating a route map - Teacher asks children to draw a route map from their home to school. In the map, they have to mention the important buildings, temples, shops etc. en route. This helps them understand why maps are needed and how they may be made.



Activity 2: Reading the map -

Teacher divides the children into four groups for an exercise in reading the map of Golconda fort. (Textbook page 90-91).

Activity 3: Heritage walk -

Teacher arranges a field trip to heritage building sites or historical places in Pondicherry. Pondicherry is gifted with many heritage building and important historical sites. Children can be taken to museum, INTACH Pondicherry Centre, Bharathiyar Memorial House, Aayi Mandapam

in Bharathi Park, Vysial Street Heritage Tamil Houses, White town French Heritage buildings, Keezhur, Arikamedu etc.

EXPLAIN

Activity 1: Understanding the significance of heritage buildings -

Teacher explains the field trip to the children. Teacher explains why old/heritage buildings are important to us and why we need to safe guard heritage buildings. Teacher also guides students on some of the things that can be learnt from these buildings.

Activity 2: Slide show on Golconda Fort - Teacher uses a slide show of Golconda fort and explains every slide. Teachers can find interesting photos on the internet. The link of one such site is given here - <http://www.dreamstime.com/photos-images/golconda-fort-india.html>

Activity 3: Sources in history -

Teacher discusses the various sources used to study the history of a place. Oral stories (Example: the story of Aayi Mandapam), inscriptions, travel records, books, newspaper, magazine, coins, stamps, photo graphs etc. are sources that can be used.

ELABORATE

Activity 1: Make your own classroom museum -

Teacher asks students to collect old things from their house such as walking sticks, locks, umbrellas, wooden slippers, pots, wooden tools,

etc. Students will exhibits these things in the classroom.

Activity 2: Views on some historic places in Pondicherry -

Students are given photographs of some of the historic places in Pondicherry and asked to say their views and thoughts about it.

Activity 3: Information gathering -

Students will gather information about the old buildings or monuments near their house (page-97)

Activity 4: Preparing an album -

Students can be asked to collect coins/stamps/pictures/photographs and prepare an album.

EVALUATE

Teacher assesses the children's activities during elaborate stage. The evaluation can be oral and written. Teacher gives students a heritage map and students will be asked to:

- Find the shortest route from one place to another.
- Find the direction of a place in relation to another.
- Write directions to get to a place. Example: From Gandhi statue turn left and walk towards west, then turn right and walk northwards to reach Governor's Bungalow.

Further reading : Reference corner - 'Heritage walk', Page : 81



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