Exploring World Heritage Sites in Southeast Asia

Grade Level: 9-12

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Time Frame: Six 50 minute class periods (The days do not need to be consecutive and some work can be completed at home if students have access to the technology required to complete the lesson. This lesson can be spread throughout the entire unit on Southeast Asia, if desired, particularly if more focus and attention are given to heritage sites which are natural sites. Alternately, the lesson can be compacted if necessary. See NOTE in lesson procedures and suggested Extension activities.)

Curriculum Connection: This lesson is intended to be used in a high school World Regional Geography course in a unit on Southeast Asia. Since Southeast Asia is typically taught towards the end of the school year, it is assumed that the basic tenets of the major world religions have been previously covered. In addition, students should have a basic understanding of the history of European colonization in Southeast Asia. If not, a brief introduction to these topics before beginning this activity may be necessary. This activity provides students to apply their understanding of these topics to investigate the cultural landscape of Southeast Asia.

Learning Outcomes:
Upon completion of this lesson, students will be able to:
1. Identify and apply the modes of spatial thinking,
2. Identify the major culture groups which have shaped the cultural landscape of Southeast Asia,
3. Explain the cultural significance of sites throughout Southeast Asia, and
4. Evaluate the importance of specific cultural sites in Southeast Asia,

TEKS Strand(s) Objective(s):
(1) *History.* The student understands how geography and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present. The student is expected to:

(A) analyze the effects of physical and human geographic patterns and processes on the past and describe their impact on the present, including significant physical features and environmental conditions that influenced migration patterns and shaped the distribution of culture groups today;
(B) trace the spatial diffusion of phenomena such as the Columbian Exchange or the diffusion of American popular culture and describe the effects on regions of contact.

(16) *Culture*. The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to:

(A) describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world and how these patterns influenced the processes of innovation and diffusion;
(B) describe elements of culture, including language, religion, beliefs and customs, institutions, and technologies;

(17) *Culture*. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:
(A) describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive;

(18) *Culture*. The student understands the ways in which cultures change and maintain continuity. The student is expected to:
(A) analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion;

(23) *Social studies skills*. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:
(A) plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results;

Materials :

For Student Use:	
UNESCO World Heritage Site Notes	One printed form per student; hand to students upon entering class on the first day of the assignment. This form is part of the **Individual Major Grade**.
UNESCO Tentative List Investigation Form	One form per group of three students - students may type their information directly onto the electronic form, or a printed handout may be provided for students to write upon. This form is part of the **Individual Major Grade**.
UNESCO Tentative List Student Submission Form	One form per group of three students – students may type their information directly onto the electronic form, or a printed handout may be provided for students to write upon. This will be the final document handed in for the **Group Major Grade**.
UNESCO World Heritage Site Voting Form	One printed form per student – students will record their votes for each proposal and write a brief justification for their vote here. This form is part of the **Individual Major Grade**.
Computer lab with internet connection	Students will work together for part of the lesson, but will need access to individual computers for independent research.

For Teacher Use:	
UNESCO World Heritage Center Interactive Map	To display for Warm Up. Map is located at: http://whc.unesco.org/en/interactive-map/
Computer with internet connection and projection device	
World Heritage Site Project Power Point	
Modes of Spatial Thinking.pdf	For teacher reference

References:

Cultural Landscape. (2013). Retrieved June 20, 2013, from UNESCO World Heritage Centre:
        whc.unesco.org/en/culturallandscape/

Interactive Map. (2013). Retrieved June 20, 2013, from UNESCO World Heritage Centre:
        whc.unesco.org/en/interactive-map/

World Heritage List. (2013). Retrieved June 20, 2013, from UNESCO World Heritage Centre:
        whc.unesco.org/en/list/

Gersmehl, C. a. (n.d.). *Modes of Spatial Thinking*. New York: NY Center for Geographic
        Learning.

Strategies: During this lesson, students will utilize and apply the Modes of Spatial Thinking developed by Carol and Phil Gersmehl of the NY Center for Geographic Learning. The question structure and hierarchy are designed to increase students' ability to think spatially. Students will use the modes to analyze maps and particular geographic locations during the lesson. They will then evaluate the locations to determine cultural significance.

Procedures to conduct the lesson:

Starting the Lesson: Day One (5 minutes)

> Warm up: As students enter the classroom, hand them the UNESCO World Heritage Site Notes handout. Display the UNESCO World Heritage Center Interactive Map. Have students read the warm up notes and complete the warm up questions on their handouts. After students have completed answering, you may spend a few minutes discussing their answers.

> **NOTE:** When discussing the map analysis, you might wish to discuss cultural bias with your students and how that may affect the distribution of heritage sites around the world.

The Lesson: Introduce the geographic question for the lesson:

Asking Geographic Questions: Day One

Introduce the geographic question for the lesson: (5 minutes)

How has the cultural landscape of Southeast Asia been shaped by specific culture groups? How do specific sites reflect this cultural landscape?

Introduce Project: (30 to 40 minutes)

Present the World Heritage Site Project Power Point. While you are presenting the power point, have students complete the notes section on their UNESCO World Heritage Site Notes handout. They can use these notes to refer back to while completing the project.

Explain to the students that they will be researching particular sites within Southeast Asia to explore the major culture groups which have shaped the cultural landscape of the region. The term cultural landscape, as it is used by UNESCO, is defined in the power point. If the students are not familiar with UNESCO, take this opportunity to introduce them to the United Nations Educational, Scientific and Cultural Organization and its mission to protect sites which demonstrate outstanding universal significance to the world's cultural and natural heritage. At this time, it may be necessary to discuss a few key points with students:

1. State/Country: Students often become confused by the terms "state", "country" and "nation". For the purposes of this lesson "state" is used to describe a sovereign entity which controls its own territory and is a member of the United Nations. In this case "state" refers to the same concept which most students describe as a "country". In order to complete this lesson, it is important to understand this use of the term "state". It is not necessary to go into "nation", "nation-state" or "stateless nation" to complete the lesson, but if time allows, the teacher may take the opportunity to do so here.
2. Documenting sources: Since various schools and departments utilize different methods of source documentation, the lesson handouts do not specify which system to use. However, the grading rubric does expect that students will have documented sources "as specified by the teacher". Make sure to inform the students which documentation method your school/department prefers. If there is not a specific method for your school/department, consider APA (the method used for this lesson) or MLA. The school librarian is usually an excellent source of information on proper formatting of sources.

3. Visual presentation: Since the availability of technology varies from school to school (and to allow students to work from home, if necessary) a specific form of visual presentation is not listed in the lesson. If necessary, students can create a paper poster. Of course, Power Point is also acceptable. In addition, you might consider Glogster EDU – a powerful online site which allows students to create electronic posters which can include videos, music, etc. Teachers can subscribe for a small fee and students can create and post their "glogs" online for presentation, or PhotoStory – a free to download software program which allows students to create narrated slideshows with background music. The grading rubric can be applied to any of these forms of visual presentation.

4. Natural Sites: As written, this lesson explores only cultural sites or sites which reflect "cultural landscape" as described in the power point. As such, natural sites and their criteria are not covered thoroughly in the power point. If desired, this project can be expanded to include natural sites and can be applied to a larger study of the region - see "Extensions" at the end of the lesson for more information.

5. Examples in the Power Point: The examples in the power point are selected from around the world and do not reflect the cultural landscape of Southeast Asia. This was done so that students could not gain an unfair advantage by choosing sites from the initial power point. If time is an issue, the lesson can be condensed if the teacher selects World Heritage Sites located in Southeast Asia to use as examples in the power point. If this is done, the students do not need to complete the comparison with a current site, which will reduce their research and presentation time.

Acquiring Geographic Information & Organizing Geographic Information:

Day Two & Three (entire period each day, if completing all work in class)

Distribute the UNESCO Tentative List Investigation Form to students. This may be printed and handed out, or it can be made available electronically. Students will follow directions on form to complete the research phase of the project. If desired, the teacher can collect the forms at the end of each class period in order to monitor each student's daily progress.

NOTE: If class time is limited and students have access to the internet, the research phase of this project can be completed at home over the next several days while class time is devoted to other activities. Since each student is to research his/her own site independently, it is not necessary for students to work together at this point. In this case, teachers should set deadlines during the research period in order to check student progress.

Analyzing Geographic Information: Day Four (entire period)

Once students have completed their independent research, they will meet together as a group to vote on one site to propose. The group should analyze the sites in order to determine which site has the best chance for selection based upon the selection criteria presented on the first day of the project. After completing their selection, the group should obtain the UNESCO Tentative List Student Submission Form. They should complete the form and their visual presentation at this time.

NOTE: Once the group has selected one site, the group can divide up the responsibility for different sections of the presentation and again work outside class to save in-class time.

Presentations: Day Five and Six (depending upon class size)

Distribute the UNESCO World Heritage Site Voting Form as students enter the class. Each group will present their proposal. The class will make notes on the Voting Form and "vote" on whether or not the site should be included as a World Heritage Site. There is not a limit on the number of sites which can be included, so it is possible for all proposals to be accepted. The teacher can set a limit, if desired.

End the Lesson: Day Six (10 minutes)

Answering Geographic Questions: Repost the initial questions for the project. Have students answer the questions in a short one or two paragraph written assignment. (This section of the lesson may be used on a formal assessment for the entire unit on Southeast Asia at the teacher's discretion.)

Questions:
Evaluation/Assessment : Due to the length and complexity of this project, there are several opportunities for assessment. Students should be monitored throughout the project in order to assess each student's participation in the group. In addition, daily completion grades may be recorded using the following lesson components:
UNESCO World Heritage Site Notes
UNESCO Tentative List Investigation Form
UNESCO World Heritage Site Voting Form

Group Major Grade: The group's final grade should be determined using the following rubric and based upon the following components:
UNESCO Tentative List Student Submission Form
Visual Presentation

5 points total:

	Not There Yet	Satisfactory	Clearly Outstanding
Content	**1 Point**	**2 Points**	**3 Points**
	▪ Site description is inadequate and location is missing or incorrect. ▪ Justification merely lists features of the site; analysis of site's significance is largely missing or is incorrect. ▪ Criteria are inappropriately applied and justification for criteria is largely missing or is inadequate. ▪ Comparison site is largely missing or is inappropriate. ▪ Written answers do not utilize appropriate vocabulary. ▪ Answers are difficult to read due to spelling and/or grammar errors. ▪ Sources are missing or not formatted correctly.	▪ Site description is adequate. Site location is correct. ▪ Justification shows an understanding of the cultural significance of the site. ▪ Criteria and justification are correct and show good analysis of the site. ▪ Comparison site is appropriate and described adequately. ▪ Written answers utilize appropriate vocabulary. ▪ Answers are easy to read, but may contain spelling and/or grammar errors. ▪ Sources are present and formatted correctly.	▪ Site is richly described and correct location is provided. ▪ Justification shows a deep understanding of the cultural significance of the site. ▪ Criteria and justification show thorough analysis of site and evaluation of site's significance. ▪ Comparison site is richly described and selection enhances tentative site's importance or significance. ▪ Written answers reveal a thorough understanding of appropriate vocabulary. ▪ Sources are varied and formatted correctly.
Appearance	**0.75 Points**	**1.25 Points**	**2 Points**
	▪ Map of site locations is missing or is difficult to read. ▪ Only one or two photos (each) for tentative and comparison site are included. ▪ Photo quality is low; photos are difficult to see.	▪ Map of site locations is clear and easy to read. ▪ Three to four different photos for each site are included. ▪ Photos are clear and easy to see.	▪ Map of site locations is clear, easy to read, and very attractive. Mapping technology, such as Google Earth, is used. ▪ More than four photos for each site are presented. Photos provide varied aspects of the site (interior shots, detail shots, etc.) ▪ Photos are clear, easy to see and formatted to enhance presentation.

Individual Major Grade: A student's individual grade for this project should be based upon the following lesson components:
Written Assignment
UNESCO World Heritage Site Notes
UNESCO Tentative List Investigation Form
UNESCO World Heritage Site Voting Form

	Not There Yet	Satisfactory	Clearly Outstanding
Content	**1 Point**	**2 Points**	**3 Points**
	▪ Written assignment answer does not adequately address the Guiding Questions and does not contain information learned from the project. ▪ Information on individual handouts is largely incorrect. ▪ Written assignment answer does not utilize appropriate vocabulary. ▪ Answers are difficult to read due to spelling and/or grammar errors.	▪ Written assignment answer adequately addresses Guiding Questions and attempts to include information learned from the project. ▪ Information on individual handouts is largely correct. ▪ Written assignment answer utilizes appropriate vocabulary. ▪ Answers are easy to read, but may contain some spelling and/or grammar errors.	▪ Written assignment answer presents and thorough answer to the Guiding Questions and reflects a deep understanding of the information learned in the project. ▪ Information on individual handouts is correct and reveals thorough research of various sources of information. ▪ Written assignment answer demonstrates mastery of appropriate vocabulary. ▪ Answers are easy to read and generally free from spelling and/or grammar errors.
Participation	**0.75 Points**	**1.25 Points**	**2 Points**
	▪ Individual handouts are largely incomplete or demonstrate minimal effort. ▪ Student was frequently off-task. ▪ Student contribution to final group proposal is unclear or not present.	▪ Individual handouts are largely complete and demonstrate adequate effort. ▪ Student was mostly on-task and self-directed. ▪ Student contribution to final group project is obvious.	▪ Individual handouts are complete and demonstrate significant effort. ▪ Student was largely on-task and self-directed. ▪ Student contribution to final group project is significant.

Extension: If desired, this lesson can be extended to create a focal point for your entire unit on Southeast Asia. The project can be presented after an initial introduction to the region, and the proposals can be used as a final assessment grade for the entire unit. See the suggested alterations below:

1. To include the physical geography of the region, make sure students investigate natural sites in the region, as well as cultural sites. This is an easy adjustment since there are quite a few natural sites, particularly in the Philippines and Indonesia.

2. By assigning extra research days, students can explore the implications of World Heritage Site selection – socially, economically, culturally, politically, and environmentally. While selection as a World Heritage Site is generally viewed in a positive light, there are some negative side effects, including limitations on how the site can be developed. For example, the Medina in Fez is an amazing cultural treasure, but for the people living in the Medina, its status as a WHS limits their ability to improve or modernize their homes and can limit their ability to expand their businesses. Some sites, such as Dresden in Germany have been de-listed because of modern improvements added to the area. Students can explore and discuss these less positive effects.

3. Many of the natural sites are selected in order to protect them from the environmental impact of human activities. Students can explore economic activities in the region and their impact on both cultural and natural sites.

4. Students can research each site in more detail, including current efforts to protect the site by local and national organizations and their successes or failures to protect the site. Attention can be paid to the political system of the proposing state and its ability/willingness to protect sites such as this.

5. The proposal can be lengthened to include a discussion of the positive and negative impacts each site may experience as a result of selection – and non-selection. In addition, an analysis of the impact economic and political activities have had on the site can be included.

6. Visual presentation can be expanded to include more detailed maps of the site, area and state (including other sites within the state). Gifted/artistic and technologically minded students can create a 3D model or flyover of the site in Google Earth.