



Category 6: Historical Landmarks

CATEGORIES

A: Task:

Design a Web site that documents and showcases local historical landmarks (i.e. forts, architecture, street names, statues, temples, churches).



CyberFair 2007 Theme: Empower and Unite!

What aspects of the future are possible, probable, preferable, and / or preventable? Tell an inspirational story about how people and programmes throughout your community's history—past and present—have prepared for the future. Your story should serve to empower, inspire, motivate and encourage positive change.

B: Learning Objectives

1. Students' views of the world community will be broadened through familiarity with the local community by an understanding of the concepts of continuity and change.
1. Students will be able to relate the special historical landmarks that distinguish their community from other communities.

C: Discussion Questions:

- Is there an historical site in your community?
- Are there any well-known architects or famous buildings around?
- How were the streets in your community named?
- Are there any places especially interesting to students?





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D. Suggested Starter Activities:

1. View past projects produced by students in this category. Go to the International CyberFair site at: <http://www.globalschoolnet.org/gsh/cf/categories/cat6.html>
2. Investigate the special geographical features that are land marks in your community. Describe how these features have impacted your area.
3. Compare the historical landmarks in your community to those in a neighboring community.
4. Students, individually or in small groups, choose a landmark to represent in an artistic manner: collage, drawing, mural etc. and present their creation to an appropriate representative of that museum or historical site.
5. If there is an historical society in your community, invite a member to visit the classroom. Prepare interview questions.
6. Determine which historical landmarks students are familiar with in their community, which ones they have personally visited, which ones they would like to visit and why.





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7. Distribute promotional brochures which students have obtained from various historical landmarks. Have students select the most effective ones and explain why those were chosen.
8. Create their own archives of the community which can be updated by ensuing classes.
9. Large maps of the area around the school and scale models of the community can provide spatial perspective of historical landmarks. Topographical maps can also be built in.
10. Working in small groups students can tape oral history interviews, write up the information, collect artifacts and present their projects to the school library, local library or museum.

