**Lesson Plan: Geological Heritage Sites Film Project, Pamukkale**

**Subjects:** The lesson can be used in middle and high school units relating to Geography, History, ICT and English

**Grade-level:** Middle and High school students who have completed basic geography, history, ICT and social studies classes.

**Time required:** In-class: 4 hours, Independent study: 4 weeks

**Materials required:** The reading and the map listed below can either be used directly on the computer or can be printed out, photocopied and distributed to students.

• **Reading:** It provides information about travertaines

• **Map**: It is a tourist guide map of Pamukkale and the travertaines.

• **Photo:** It is from the travertaines

• Students should have access to the following equipment:

• Camera with both still-image and video recording capabilities

• Materials for recording information (i.e., notebook, pens, sound recorder, etc.)

• Access to computer with word processing and presentation software (i.e., PowerPoint, Prezi, etc.)

• Thumb drive, external hard drive, etc.

**Lesson Plan**

**Description**

This film project encourages students to deeply engage with Pamukkale World Heritage by visiting the historic sites, talking to people, and using various resources to gather information about places with cultural or historic significance in Pamukkale. In addition, students will be able to critically discuss issues surrounding historic sites, geological sites and the importance of historic preservation.

**Objectives/Skills**

**Through this project, students will:**

• Be able to identify and locate Pamukkale geological and historic sites and structures.

• Demonstrate in oral, written, and visual forms their knowledge of historical, geological and cultural heritage sites, including their background, their significance to people today, and current efforts or needs to preserve/perpetuate them.

• Students will demonstrate knowledge of the overall significance to understanding historical, cultural, geological and social issues in Pamukkale.

• Develop the ability to locate, interpret and evaluate scholarly and other sources and make meaningful and critical connections between such material and the specific sites that they visit.

• Enhance familiarity and skill base in multimedia technology.

• Expand public speaking and presentation skills.

**In-class Procedure**

**Day 1**

**Reading 1: What is Historic and Geological Preservation?**

1. Announce to the students: “The year is 2522 – 5 hundred years from now. We’re long gone, and so are most of the things around us.”

2. Ask the students the following questions:

• “What do you think people will remember about the world of 2022?”

• “Do you think they will understand what daily life was like for us?”

• “If we could send them a package of items to help them understand, what would we include?” (Write brainstorming ideas on the board.)

3. Ask students to explain the items they have chosen for people to remember 2022. Why are these items important or significant? Explain how these items relate to an understanding of their world, themselves, their culture, their society in the present as well as in the past.

4. Turn the discussion to historic and geological preservation. Ask, “What is historic and geological preservation?” and write some of their ideas on the board.

5. Present students with the Reading : Pamukkale, What is Geological Preservation?

6. Questions for Reading:

• What, do you think, would be an example of something on Pamukkale that would fall under the protection of the National Historic and Geological Preservation Act?

• What other challenges might prevent a geological place from being saved or preserved?

7. Say to the students, “For the next few weeks, we’re going to learn about historic and geological preservation and you will take on the role of preservationist–a person who tries to preserve or record or document historical or cultural artifacts from the past or present, so that they won’t be forgotten. You will document a historic or a geological place and talk to people so you can learn what it is about that place that makes it significant for Pamukkale, and why it should be protected. As you’ll see, preserving something historically, culturally or geologically important is not always easy.”

8. Introduce students to Pamukkale by referring them again to Reading.

9. Discuss the questions for Reading. Have students offer one example of the travertaines are formed. Ask the students to explain why they consider them geologically significant.

**Day 2**

Show the photo to your students and ask them to look for the details

**Questions**

• How do you think this formation can be protected?

• Do you think it should be closed to visitors?

**Film Session 1**

Pamukkale Travertaines Youtube Video

1. Have students view the introductory video film in class (about 10 minutes).

3. After students have viewed the film, have them get into the groups of 4 to 5. Instruct students to share their initial reactions to the video and any questions they might have about specific content.

4. Instruct students to gather their thoughts on the three questions posed in the video associated with the challenges facing the people of Pamukkale in preserving historical/heritage/geological sites:

• How could the people of Pamukkale or those interested ancient Hierapolis culture be able to see these sites when they are no longer accessible? What factors lend to their inaccessibility?

• How could people be taught the importance of geological preservation and respect, especially of heritage sites?

• How could increasing knowledge of Pamukkale heritage sites protect these sites from destruction or desecration by both manmade and natural forces?

5. After students have had a good amount of time to discuss the above questions, go around and sit with each group for about 5 minutes each and jump into the discussion or help facilitate it if group is having difficulties.

6. Prior to dismissing class, instruct them to prepare to share their answers from the day’s discussion with the rest of the class or during the next class session, if needed.

7. By now, students should have a good understanding of geological preservation and some of the issues surrounding the identification, appreciation and protection of historic, geological and cultural sites.

8. Inform students that they will next be engaged in a film documenting project of geological site of Pamukkale. The groups they formed during the introductory youtube film discussion will work together to complete the project. Allow students time to exchange and share contact information and phone numbers/email addresses.

**Film Session 2**

**Geological, Historical and Cultural Sites Film Project**

1. Begin class with a large group discussion in which the smaller groups each share their responses to the previous day’s viewing of youtube video. Facilitate the larger discussion by comparing similarities and differences between group responses.

• How do current efforts at heritage site preservation contribute to addressing the problems outlined in the articles?

• What challenges remain in Pamukkale for the ongoing effort to preserve geological, cultural and historical sites?

2. Have students get into their assigned groups and distribute the attached handout (Group Project Guidelines).

3. Review the Project Guidelines handout carefully with students. Answer any questions or address any concerns about the project.

**Independent Study**

Students should be given 4 weeks to complete the project after two days of classroom instruction related to the project.

At a midway point on the project timeline, they should meet as a group with the instructor to evaluate the progress of the project, address any problems, and to seek guidance, support, advice from the instructor.

When project is done, two days of class time should be reserved for students to present their film projects to the class, where the project will be open to questions, comments, and criticism.