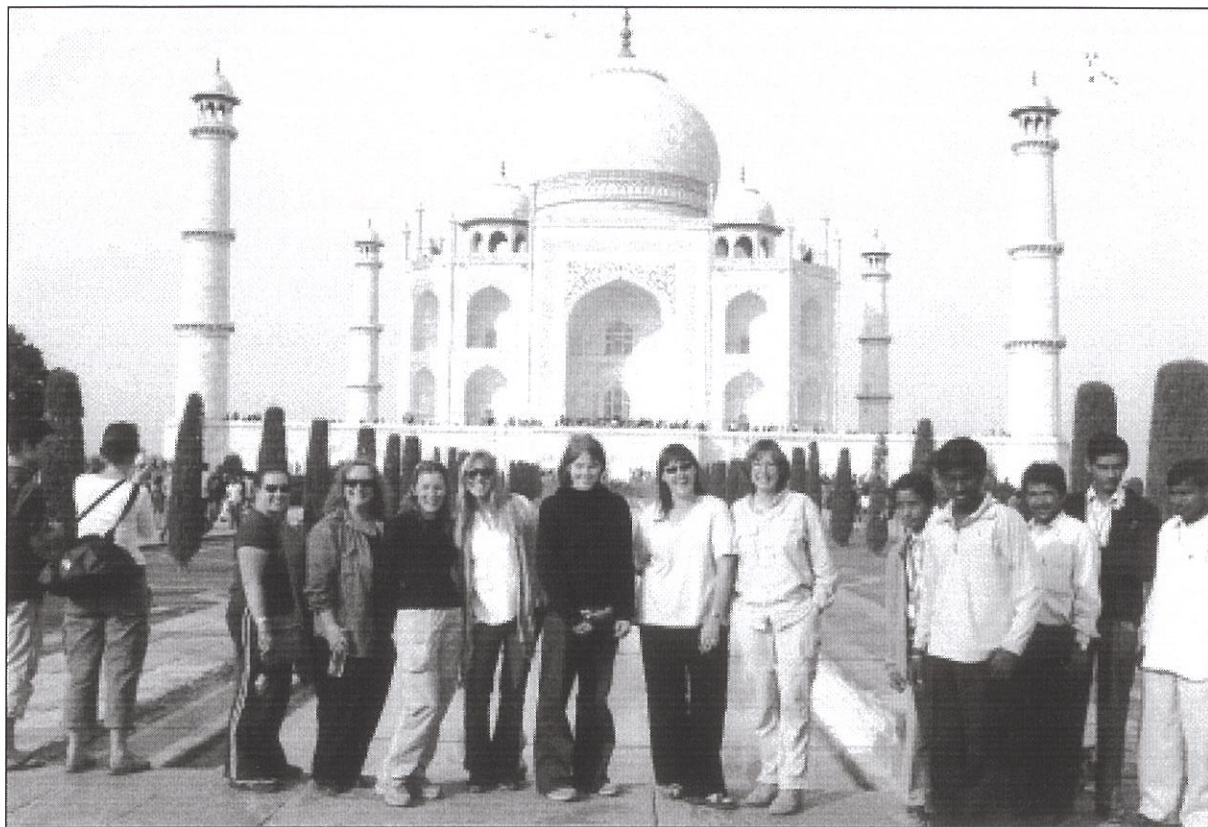


THE TAJ MAHAL

Investigating a built World Heritage Site – Stage 3

by Julie O’Keeffe



Tourists at the Taj!

Outcomes to be addressed through a study of the Taj Mahal:

HSIE

- ENS 3-5** Demonstrates an understanding of the inter-connectedness between Australia and global environments, and how individuals and groups can act in an ecologically responsible manner.
- ENS 3-6** Explains how various beliefs and practices influence the ways in which people interact with, change and value their environment:
- patterns of human involvement and use of environments;
 - effects of human and natural changes on environments;
 - ecologically sustainable development of environments;
 - different perspectives about the maintenance and improvement of environments;
 - selected natural or built heritage sites in the world, through case studies.

Visual Arts

- VAS 3-1** Investigates subject matter in an attempt to represent likenesses of things in the world.
- VAS 3-4** Communicates about the ways in which subject matter is represented in artworks.

English

- RS 3-5** Reads independently an extensive range of texts with increasing content demands and responds to themes and issues.
- WS 3-9** Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.

Some activities to support a study of the built World Heritage Site the Taj Mahal, developed by Julie O’Keeffe, are shown in the following pages.

WHAT IS WORLD HERITAGE?

World Heritage was set up by the United Nations in 1972 to protect and preserve the world's most valuable places.

To be selected by the World Heritage Committee, a site must be the best example of its kind in the world.

There are two types of World Heritage areas:

(1) **natural areas**

(2) **cultural areas**

A site chosen for its **natural value** must be one of the following:

- an example of a major stage in the earth's evolution;
- an example of a continuous life cycle;
- a site of natural beauty;
- an area that contains important habitats of plants or animals in danger of extinction.

A site chosen for its **cultural value** must be one of the following:

- an example of unique art;
- a masterpiece;
- an example of a civilisation that has disappeared, which provides evidence of the ideas or beliefs of a particular culture.

All the countries that are members of the United Nations donate money to the World Heritage Fund to help save special places in the world and protect them for future generations.

The Taj Mahal is a World Heritage Site.

1. READ the text to decide the type of heritage area this building would be.
2. LIST some reasons for its classification.

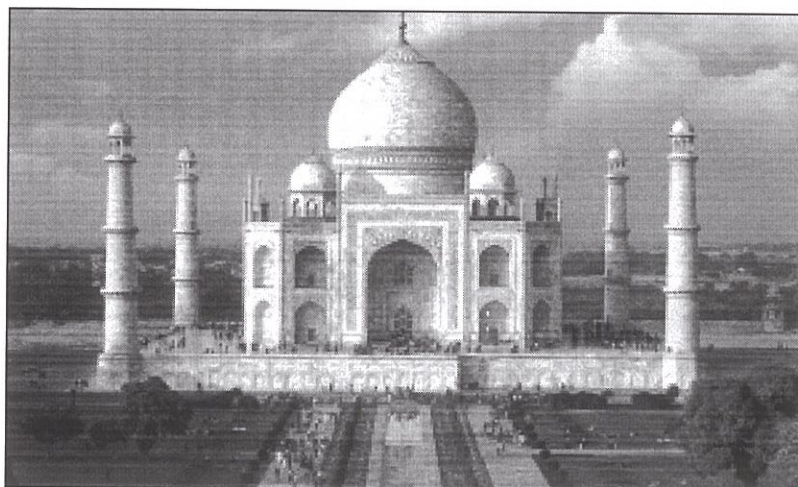
 Check these websites to find out **WHEN** and **WHY** the Taj Mahal was declared a World Heritage Site:

<http://whc.unesco.org/en/list>

http://en.wikipedia.org/wiki/UNESCO_World_Heritage_Site

INTRODUCING THE TAJ MAHAL

- ☞ Students view images of the Taj Mahal, then BRAINSTORM and LIST knowledge and impressions.
- ☞ Students (individually or in pairs) undertake research on some of the following points about the site.
 - Location (city, country, continent)
 - Type and purpose of the building
 - Love story associated with construction of the Taj Mahal
 - Materials used for construction, and where they came from
 - Architectural style
 - The Gardens
 - Employment provided by the Taj Mahal today
 - Significance and symbolism of the Taj Mahal
 - Issues facing the future of the site, and some solutions
 - How the Taj Mahal is used today.
- ☞ Students decide on ways to present their information.
(The inclusion of diagrams, maps, pictures and realia would enhance their presentations.)
- ☞ Some useful websites to support this research:
 - http://www.greatbuildings.com/buildings/Taj_Mahal.html
 - <http://library.thinkquest.org/JO112263/history/jahan.html>
 - <http://www.stud.u-szeged.hu/Csoke.Katalin/main.htm>



TAJ MAHAL

Use the exposition plan to support the view that:

The Taj Mahal should be included in the new 7 Wonders of the World List

INTRODUCTION

- ☞ Statement of position that the Taj Mahal should be included in the new 7 Wonders of the World List.
- ☞ Include a preview of arguments for
 - World Heritage status
 - a masterpiece
 - a major tourist destination.

ARGUMENT 1 **World Heritage status**

—
 —
 — (with elaboration)

ARGUMENT 2 **A masterpiece** (construction, design, art work)

—
 —
 — (with elaboration)

ARGUMENT 3 **Major tourist destination**

(Why do 7 000 000 people visit the site each year?)

—
 —
 — (with elaboration)

CONCLUSION

Restate the position strongly in the light of arguments presented.

- ☞ Each argument needs to be elaborated on to form a paragraph of between 3 and 5 sentences.
- ☞ Use persuasive text (high modality).
- ☞ Refer to 7 new wonders website:

<http://www.new7wonders.com>

TAJ MAHAL – POETRY

Write some poetry about the Taj Mahal.


An ACROSTIC

T
 A
 J
 M
 A
 H
 A
 L

RHYMING COUPLETS

(A pair of rhyming lines)

.....

 EXPLORE possible metaphors and similes that would describe the Taj Mahal.

A LIMERICK

(A 5-line poetry pattern)

.....

A CINQUAIN

A 5-line poem.

Each line must have a certain number of syllables:

- title = 2 words
- description of title = 4 words
- action = 4 words
- feeling = 8 words
- another word for title = 2 words

Each line must also tell something about the title.

(Title)

.....

(Description of title)

.....

.....

(Action)

.....

.....

(Feeling)

.....

.....

(Another word for title)

.....

A DYLAN THOMAS PORTRAIT

Have you ever seen the Taj Mahal?

..... — ;

..... — ;

..... — ;

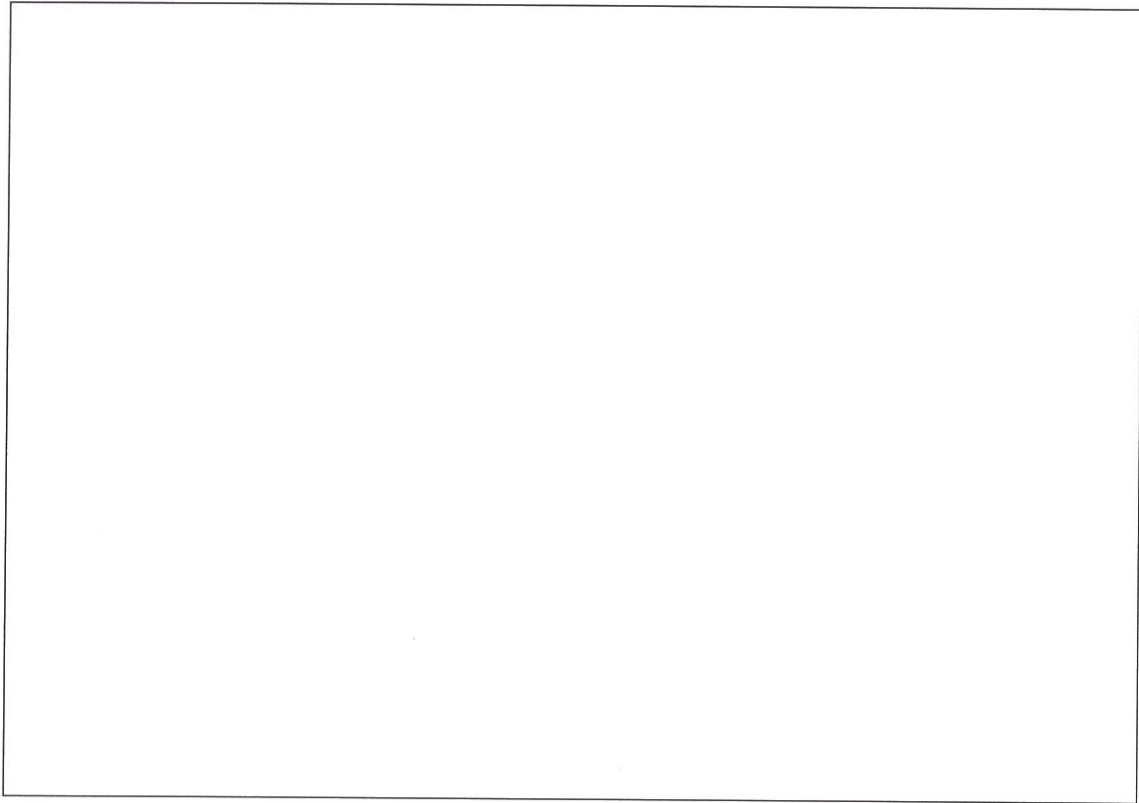
..... — ;

.....

TAJ MAHAL – DESIGN A POSTCARD

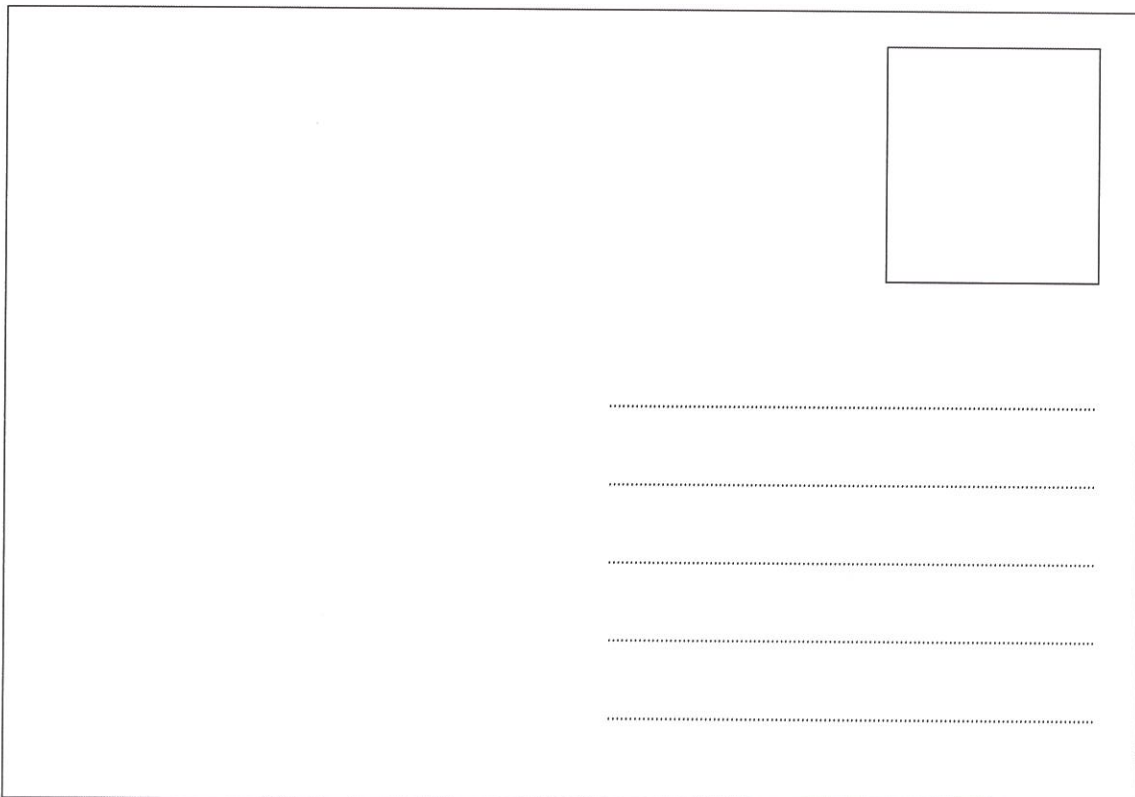
✎ CREATE your own image of the Taj Mahal for a postcard.

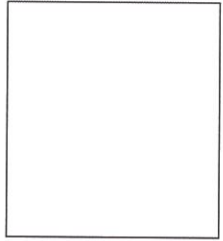
✎ ADD A GREETING to your design.



✎ SEND your postcard to a friend, telling them about your experience of the Taj Mahal.

✎ DESIGN a Taj Mahal stamp for your postcard.





.....

.....

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.....

.....

PRESERVING THE TAJ MAHAL

<http://www.taj-mahal.net/augEng/textMM/preservation>

🔗 Visit the above website to read about some issues endangering the Taj Mahal. Find some possible solutions.

🔗 Complete the table below.

PROBLEMS (Issues)	SOLUTIONS
.....
.....
.....
.....
.....

🔗 Over 7 000 000 tourists visit the Taj Mahal each year. What could some positives and negatives be for the site from so many people?

POSITIVES (Pros)	NEGATIVES (Cons)
•	•
•	•
•	•
•	•
•	•

🔗 Develop a debate topic around tourism and its impact on the Taj Mahal.

🔗 Exposition and discussion text could be developed from these points.

THE TAJ MAHAL AND TOURISM

The impact of tourism on the Taj Mahal and the city of Agra

A CONSEQUENCE CHART is used to record what students believe to be the likely consequences of a decision or action.

Charts can take different forms and enable students to explore cause-and-effect relationships, alternative consequences, or the likely consequences of alternative actions or decisions.

(BOS Units of Work, page 162)

- ✎ Students work individually or in pairs to develop a Consequence Chart, showing the impact of tourism on the Taj Mahal and the city of Agra.

When the CHART is complete . . .

- ✎ Share and reflect upon students' responses, asking them to give reasons for and justify particular consequences.
- ✎ Think about and discuss the impact of tourism on the Taj Mahal and the city of Agra through the eyes of the following people:
- local guides • cycle-taxi owner • craftsmen (make souvenirs)
 - hotel owner • restaurant owner • conservationist
- ✎ Develop a list of pros and cons for the impact of tourism on the Taj Mahal and the city of Agra.

WORKSHEET – WORLD HERITAGE SITES

1 EXPLAIN THE TERMS:

CULTURAL HERITAGE

.....

.....

NATURAL HERITAGE

.....

.....

2 Explain the role of UNESCO.

.....

.....

.....

3 Explain why this is an issue for the people of the world, not just for individual countries.

.....

.....

.....

.....

4 Saudi Arabia has no listings on World Heritage, even though the Holy cities of Mecca and Medina are located there.

Why do you think this is so?

.....

.....

.....

WORLD HERITAGE – TODAY & TOMORROW

This is part of a unit for young people that may be found on the UNESCO website.

Why take an interest in World Heritage?

This heritage is our roots and our identity: a precious asset.

- Heritage is what we have received from our ancestors. Our duty is to preserve it for transmission to future generations.
- Our identity is the result of our past and our environment. In the same way as we inherit the genes of our parents, we are also made up of 'genes' of our cultural and natural environment.
- If we do not know where we come from, it is difficult to know where we are going. The loss of this cultural or natural heritage would be like amnesia: the loss of the past and ignorance of this heritage means we lose our bearings.
- Certain sites, witnesses to the past, have had an impact on history; others have been fashioned by it.
- These sites are not eternal: some are in real danger, many are already lost. The threats are numerous: they are called ignorance, pollution, war, uncontrolled urbanism, poverty, irresponsibility and abusive tourism, to mention but a few.
- Many sites have been saved from disappearing or irreversible damage through big international campaigns. Knowledge and recognition of the value of such sites are the best means to avoid these spectacular and very costly measures.
- Intangible heritage is a particularly fragile type of heritage. Like cultural and natural heritage, it forges our identity. Indeed, what is more a part of our daily life than music, culinary arts, knowledge, traditions, etc.?

Why study and protect World Heritage?

To understand others and build the future.

The guarantee of the transmission, safe-guarding and protection of heritage are firstly the respect for oneself and others and the acceptance of diversity. Respect among individuals and people is based on the knowledge of others and their cultures. Peace is forged through contact, and through convivial exchanges between human beings and between cultures.

The identity of individuals and entire peoples—cultural diversity—is the food for dialogue and mutual enrichment, and an antidote to the risk of standardisation, especially at a time when dominant patterns tend to homogenise the daily life of populations throughout the world.

To acknowledge and cherish diversity is a good way to 'build peace in the minds of men' (UNESCO Constitution).

The World Heritage sites can be a motor for dynamic development. Heritage management, in accordance with the principles of sustainable development, is the generator of very beneficial economic, scientific and technological activities. Tourism which respects the sites, their regions and populations, is a source of revenue for hotels, craftsmanship, and commerce in general. It enables the improvement of infrastructures and the creation of many jobs—from scientific and technical research, to the restoration of buildings, to management positions and an entire range of professions (guides, animators, guards, etc). These activities contribute towards the economic growth of regions and states.

The future is nourished by the past, as a plant is nourished by the earth.

The principal texts concerning heritage protection

The World Heritage Convention (1972) <http://whc.unesco.org>

- The Convention for the Protection of Cultural Property in the Event of Armed Conflict (1954).
- The Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property (1970).
- The International Convention on Biodiversity (1992).
- The International Convention on the Protection of the Underwater Cultural Heritage (2001).
- The UNESCO Universal Declaration on Cultural Diversity (2001).
- The Convention for the Safeguarding of the Intangible Cultural Heritage (2003).

The means available . . .

*The idea of collective responsibility for heritage has made headway over the years, resulting in the **World Heritage Convention**.*

- The Convention concerning the **Protection of World Cultural and Natural Heritage**, adopted in 1972, is an international legal instrument ratified by almost all countries of the world. It is a dynamic tool for the identification and protection of natural and cultural properties of 'outstanding universal value'.
- **The World Heritage List** puts into practice the principles of the Convention and inventories the properties of outstanding universal value. Each year the List grows, and today numbers nearly 800 properties. Regular reports regarding the evolution of the state of the properties are made following their inscription, and measures are taken to preserve them when necessary.
- **The List of World heritage in Danger** is indispensable as a second tool. The inscription on this List is a way of sounding an alarm when a property is threatened due to conflict, natural catastrophes or human negligence. It permits the rapid release of funds and the initiation of emergency measures.
- **The World Heritage Fund** subsidises, at the request of the State Party, assistance activities: preparation of nomination files, training, technical cooperation, emergency assistance, awareness-raising and education.
- **The World Heritage Centre** coordinates, within UNESCO, activities relating to World Heritage: management of the Convention, organisation of the annual sessions of the World heritage Committee, international assistance, the coordination of reports, education, information and communication.
- **The UNESCO Section for Youth** develops, guides and coordinates the strategies and programs of the Organisation with and for young people—some of whom are striving to raise awareness among young people regarding heritage preservation. It builds partnerships with NGOs and youth networks, and widely diffuses information concerning young people.



*The world is our inheritance.
It is mine, yours, and ours too.
So let us look after it well for the nations of tomorrow.*

by a young Zambian

Common responsibility

A common heritage for all people, and a responsibility for each and every one.

World heritage is the collective property of humanity and not only that of the country where the sites are located. Even if the nation is its rightful owner, the responsibility for its protection is international.

This responsibility lies with all citizens of the world, all fully indebted to the present and to the future. We are all responsible: the people who live at the sites, tourists who visit them, specialists who study them, the media which speaks of them, the States who manage them and the States Parties to the World Heritage Convention. The concept of universality is our common concern, as only collective action can protect our heritage.

Wide recognition of a site contributes to its survival: it will benefit from the care of those who are directly responsible for its management; it will be better protected if, unfortunately, a conflict should arise; it will have greater protection from acts of destruction committed in the name of fanatical ideology. Responsibility lies with each young person to be acquainted with and to make known the sites of his/her country, thus investing them with a sacred and inviolable character.

Contacts in UNESCO

United Nations Educational, Scientific
and Cultural Organisation
7 Place de Fontenoy
7532 Paris 07 SP.France

World Heritage Centre Culture Sector

Tel: 33 (01) 4568 1876
Fax: 33 (01) 4568 5570
wh-info@unesco.org
<http://whc.unesco.org/>

Section for Youth

Bureau of Strategic Planning

Tel: 33 (01) 4568 1653 and 1654
Fax: 33 (01) 4568 5790
ucj@unesco.org
<http://www.unesco.org/youth>

UNESCO Youth Forum

<http://unesco.takingitglobal.org>

QUIZ

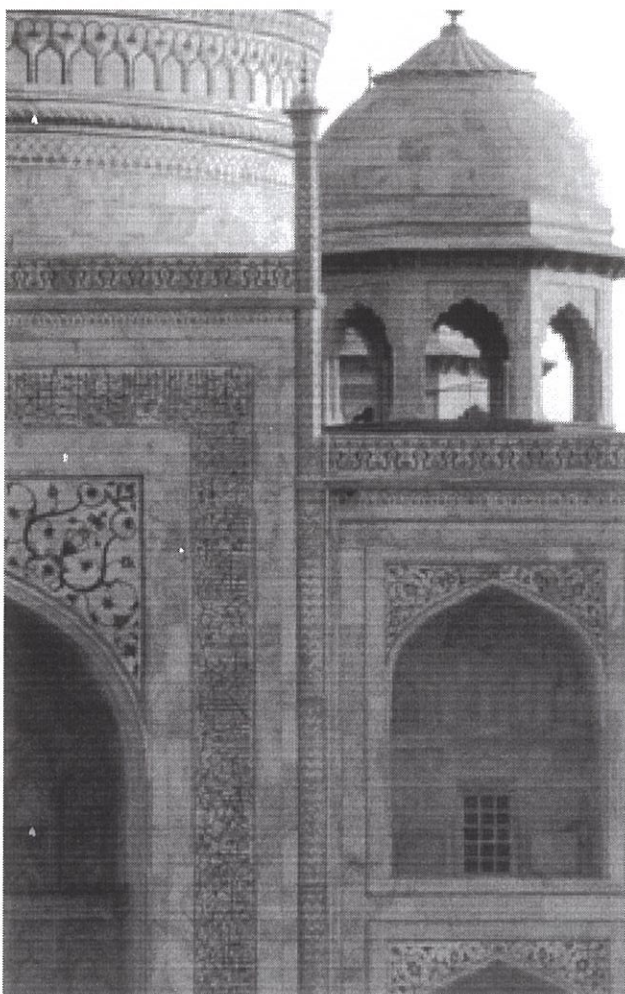
Unbeatable on heritage matters?

- ☐ How many World Heritage sites are there in your country? Natural? Cultural?
- ☐ Are some of them in danger? If yes, why?
- ☐ Is the study of heritage part of the school curriculum?
- ☐ Do you know any stories of sites that have disappeared?
- ☐ Can you give examples of intangible heritage?
- ☐ Try to guess which sites are shown in the numbered photographs!

(To check answers, see captions.)

Respectful tourist?

- ☐ Before visiting a country, do you find out about the country and its customs?
- ☐ Do you try to acquaint yourself with its language?
- ☐ Do you make contacts before departure?
- ☐ Do you ask permission of the people before taking their photograph?



HERITAGE: A lifelong undertaking

Your energy & talents for heritage protection

- At home, through participation in the life of local sites: cleaning, clearing of undergrowth, recycling, restoration projects . . . volunteers are always welcome.
- Through local or national promotional activities: organisation of discovery and awareness-raising events such as rallies or organised visits, shows, exhibitions, press involvement, fund raising, travel and organised events upon return (conferences, exchanges, film shows), all in collaboration with the persons in charge of the sites.
- Through contacts with local or national authorities to draw their attention to an issue or to be informed about their activities.
- By being a responsible tourist: respecting the sites and respecting the local cultures and communities. Travel is an excellent way to discover other peoples and cultures, to exchange ideas and to establish youth networks.
- By participating in international World Heritage youth fora, regularly organised by UNESCO, which provide a rich opportunity for exchange and formulation of action projects.
- Through training and workshops offered by UNESCO and its partners (countries, towns, associations, youth NGOs, clubs, etc).
- Through associating schools with UNESCO's Young People's World Heritage Education Project.
- And more, and more . . . young people are never short of ideas!

- ☐ Once there, are you content to admire the flowers, the plants and the stones, rather than to pick or collect them, even if they are very beautiful?
- ☐ Do you try to buy authentic local crafts and products?
- ☐ Do you use local means of transport during your travel?
- ☐ Are you careful not to waste water? And air conditioning?
- ☐ Upon your return, do you share your discoveries and what you have learned with your family and friends?

WORKSHEET – WORLD HERITAGE SITES

5 Millions of dollars are spent each year to maintain and preserve World Heritage sites. Is this an appropriate use of money when people are starving and living in poverty? DISCUSS in about one page.

6 CHOOSE ONE WORLD HERITAGE SITE from each of the regions (West Asia, South Asia, South-East Asia or East Asia).

In choosing, use a theme — such as a religious site, city, architecture, or any other that interests you.

✎ DRAW UP A CHART for your four choices using headings such as 'Historical age or time', 'Purpose of site', 'Person or group responsible for its development' and 'Current status'.

✎ CHOOSE ONE OF THESE SITES that particularly interests you and write a one-page essay covering both topics below:

— Why is this a World Heritage site?

— Why does it need ongoing protection?



Pahtothmya temple



Uluru—formally known as Ayers Rock—made World Heritage listing in 1987.

Compare and Contrast Heritage Sites

(cut and paste under the correct heritage site. Any that appear in both paste into centre. Write one phrase under each to clarify or explain the connection)

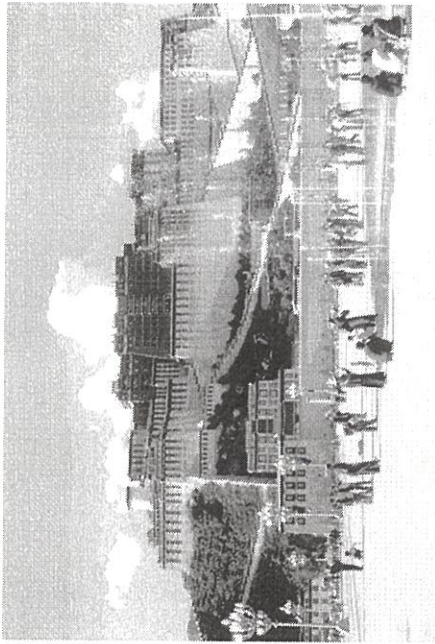
**Contains man made
artefacts**

**Still used for Religious
purposes**

**Contains man made
artworks**

Historic building

Man Made site



Philipp Roelli

Potala Palace—made World Heritage listing in 1994

Contains religious artefacts

Damaged by Invasion

Survives by Tourism

Contains sacred texts

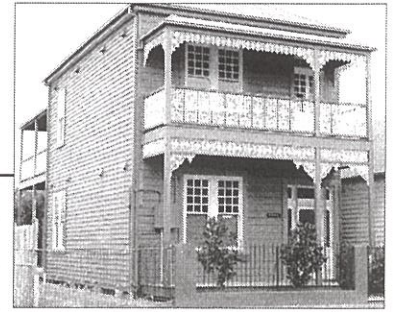
Natural site

Open to all visitors

Site of Power

Religious site

WHAT IS HERITAGE ?



What is "heritage" ?

What aspects are seen as "heritage" ? (buildings, customs, religion, etc)

What are the major and most drastic changes to a culture's heritage ?

What things would you classify as important to Australian heritage ?

Is there anything in your local area you classify as "heritage" ? What is it and why is it important ?

Select a country in our neighbourhood. Can you think of anything that might be classified as heritage (eg—China ; great wall) ? Explain what it is and why you think it might be important to those people.

Can things/customs/ideas that are classified as heritage in one country be important and worth preserving by another ? Why / why not ?
