



**ELEMENTARY  
SCHOOL**  
grades 5-6

# Inventing Heritage

## Description

In this activity, inspired by flipped learning, each student chooses one object from the gallery of treasures without reading its description. The student makes up a history for this object and prepares a presentation on it. The idea is to work in class on the notion of heritage. Is the recognition of what constitutes heritage limited to issues of regulation and identification of objects? Or is it also the way in which each student apprehends, interprets and describes an object? This activity encourages the creation of a relationship between the object and the student that leads to an assimilation of the object's heritage. Historical research is no longer conceptual learning, but it becomes a reality incarnated by the object.

## Learning objectives

- Learn to interpret and create artistic productions to integrate the arts into everyday life.
- Be open to the world of sensibilities, subjectivity and creativity.
- Find inspiration in cultural and social values from everyday life.

## Suggested time

1 period

## Steps for the activity

**Preliminary step:** The teacher chooses 5 objects or documents from the collection's gallery of treasures.

1. Students look over the 5 objects chosen by the teacher. Without reading the descriptions of the heritage objects, each student chooses one object that really speaks to him or her.
2. Students invent histories for the objects they have chosen. Letting their imaginations run wild, they make up life stories for their objects. Students should include the following information:
  - a) Name of the object
  - b) Artist/maker
  - c) City or country of origin
  - d) Date of production
  - e) Dimensions
  - f) Materials
  - g) Description
  - h) Related historical information
3. Students take notes to explain the different choices they made throughout the activity. For example, students might note why they decided their objects were very big or very small.
4. Students form teams with the others who chose the same object. There should be the same number of teams as objects chosen by the teacher at the beginning of the activity. Students share the life stories they have created for their objects with each other. They identify which elements they have in common and then present their vision of the object to the class (like a Think Pair Share activity).
5. The teacher then reveals the real information about the objects chosen. Students talk about their reactions and what surprised them. Which do they prefer, the real or the invented information?

