



## Topic: Cultural Heritage Preservation

NSE Domain	Module	Unit	Topic
Cultural Security	Cultures of the World	Customs, Clothing and Food of Different Places	Cultural Heritage Preservation

**Suggested Levels: S4-S6**

### Summary of the Learning Topic:

The learning topic aims to guide students to understand the rich cultural heritage of our country, and recognise the importance of preserving our cultural traditions.

### Learning Tasks:

- **Part 1 – Reading:** Students read a news article titled “Nation expands intangible cultural heritage item list” to have a better understanding of the importance of cultural heritage preservation.
- **Part 2 – Video-viewing:** Students are guided to view the video “3D Tech to Preserve Ancient Art” to explore a new way to preserve history – digital preservation.
- **Part 3 – Writing:** Students are given a situation to introduce a cultural heritage item in China to help schoolmates understand the importance of cultural preservation and cultivate a sense of national and cultural belonging by researching and writing a profile on it.
- **Part 4 – Extended Learning Activities:** Two cross-curricular learning activities, **Gallery Walk** and **A Visit to a Heritage Trail in Hong Kong**, may be organised to create opportunities for students to understand the history of Hong Kong and the need to treasure our heritage, thereby developing an awareness of cultural security as well as a sense of national identity and cultural belonging.

### Learning Objectives:

#### Content

To develop and explore understanding of the following:

- the impacts of technological advancement on cultural preservation;
- the importance and benefits of cultural preservation; and
- the cultural tradition of our country, and the importance of preserving cultural heritage to maintain unity and harmony among people from different backgrounds

#### Language

To develop language knowledge and skills, e.g.

- the use of a variety of language items to provide additional information and descriptions on objects, people or places; and
- the use of different kinds of supporting details in expository and information texts

## Part 1 – Reading

### A) Pre-reading activity – Understanding “tangible” and “intangible” cultural heritage

1. Cultural heritage includes **tangible and intangible**<sup>1</sup> items. Look at the following cultural heritage items and decide if they are “tangible” or “intangible”. Put a “T” in the box for a tangible item and an “I” for an “intangible” one.

<p>A. The Great Wall <span style="float: right; border: 1px solid black; padding: 2px;">T</span></p> 	<p>B. Temple of Heaven <span style="float: right; border: 1px solid black; padding: 2px;">T</span></p> 	<p>C. Chinese Paper-cut <span style="float: right; border: 1px solid black; padding: 2px;">I</span></p> 
<p>D. Historic Centre of Macao <span style="float: right; border: 1px solid black; padding: 2px;">T</span></p> 	<p>E. Yueju (Cantonese opera) <span style="float: right; border: 1px solid black; padding: 2px;">I</span></p> 	<p>F. Dragon Boat Festival <span style="float: right; border: 1px solid black; padding: 2px;">I</span></p> 

For reference:

As one of the oldest countries in the world, China enjoys a wealth of cultural heritage. To learn more about China’s cultural heritage, students may research online using the following key words:

- **List of Intangible Cultural Heritage China**
- **World Heritage List China**

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<sup>1</sup> **Tangible cultural heritage** items are physical items that can be felt or touched, including artistic creations and built heritage such as buildings and monuments. **Intangible cultural heritage** items are more abstract and exist in the minds of those who are part of that culture. Examples include oral traditions, performing arts, local practices and traditional skills.

2. Hong Kong had the first “Representative List of the Intangible Cultural Heritage of Hong Kong” in 2017. Look at the following four items. Which one do you think is NOT an intangible cultural heritage (ICH) item of Hong Kong. Tick the appropriate box.
- A. Mid-Autumn Festival – The Tai Hang Fire Dragon Dance
  - B. Daipaidong (Open-air food stalls)
  - C. Hong Kong-style milk tea making technique
  - D. Herbal tea

For reference:

To learn more about the intangible cultural heritage of Hong Kong, students may research online using the following key words:

- **“Representative List of the Intangible Cultural Heritage of Hong Kong”**

## B) Reading Comprehension

Read the news article and answer the questions that follow.

# Nation expands intangible cultural heritage item list

By YANG YANG | CHINA DAILY | Updated: 2021-06-11 06:59



Students participate in a Tibetan chess competition in the Tibet autonomous region on June 27, last year.

CHOGO/XINHUA

[1] The Ministry of Culture and Tourism released a new group of 325 national intangible cultural heritage items on Thursday in Beijing, increasing the list established in 2006 to 1,557 items.

[2] Judges organised by the ministry selected the new items from 943 nominations from around the country falling under 11 categories, which include folklore, traditional music, dance, opera, sports, arts, crafts, medicine, and, a new category, diet.

[3] “One reason for adding the new category this year was that nominations concerning traditional diet made up one-sixth of the total, a rather high proportion,” said Wang Chenyang, director of the ministry’s Intangible Cultural Heritage Department.

[4] Traditional diet used to be classified among traditional crafts in the list. However, its judging standards vary considerably from those for other crafts, such as pottery, textile technology or architecture, he said.

[5] This year, cooking skills such as those of Sichuan, Anhui and Chaozhou cuisines entered the traditional diet list, in addition to the cooking skills of local snacks like Shaxian county snacks, Guilin rice noodles and Lanzhou beef noodles.

[6] “Over thousands of years, Chinese people from different areas have created diverse diets in accordance with their different living environments and local products. This category is not only about cooking skills, but a whole set of knowledge and practices regarding selection of ingredients, processing, cooking and consuming,” Wang said.

20 [7] “These are important parts of Chinese social life and convey Chinese people’s ideas about health and respect for food and nature,” he said.

[8] As the selection gave great attention to intangible cultural heritage items from various ethnic groups, Mongolian leather carvings, Tibetan chess, Uygur hockey, Yi architecture techniques, Tatar pastry, among others, entered the list.

25 [9] Items such as the cheongsam and the Tin Hau (Goddess of the Sea Matsu) Festival from the Hong Kong Special Administrative Region, and the Cantonese plays and cuisines of locally born Portuguese in the Macao SAR were also added to the list.

[10] Apart from endangered items, another focus of this year was nominations that would help to alleviate poverty, such as the Mongolian embroidery in Horqin Right Wing Middle Banner  
30 in Hinggan League, Inner Mongolia autonomous region.

[11] The local government has organised embroidery training classes for over 10,000 people. About 26,000 local women currently work in the industry. More than 2,800 impoverished households have benefited from it, and people’s annual income growth has increased over 2,000 yuan (\$315) per capita.

35 [12] “In recent years, with creative development, many intangible cultural heritage items have integrated into modern life and have contributed to the country’s economic development and the improvement of people’s cultural life,” Wang said.

Source: <https://www.chinadaily.com.cn/a/202106/11/WS60c2993fa31024ad0bac4ff2.html>

1. How many categories of intangible cultural heritage items were there in 2006?

Ten/10

2. Which new category has been added and why?

- (Traditional) diet has been newly added.
- Reasons:
  - (1) It made up a rather high proportion of the total number of intangible cultural heritage item nominations.
  - (2) Its judging standards vary considerably from those for other crafts, such as pottery, textile technology or architecture.

3. Find a word or phrase in paragraph 4 which has a similar meaning to “to a large degree”.

considerably

4. Based on the information in paragraphs 4-7, complete the following summary on “Traditional diet” by using ONE word for each gap. You may use your own words or words taken from paragraphs 4-7. Make sure your answers are grammatically correct.

#### Traditional Diet

Traditional diet used to be included in the “Traditional Crafts” list. However, as it is (a) judged differently from other crafts, it is now a new (b) category on its own, highlighting people’s mastery of cooking skills and profound knowledge about ingredients.

Dietary habits may (c) vary/differ from place to place. The diversities in diets in different regions of China is due to the variations in physical environments and the availability of (d) local ingredients. Different eating habits demonstrate how people eat to stay (e) healthy and how they respect nature. Of course, one should never forget that eating itself is a (f) key/major/crucial aspect of Chinese social life.

5. Why is the preservation of embroidery important to the Mongolian ethnic group?

By preserving Mongolian embroidery and training the local women to work in the industry, people’s annual income has increased and poverty is alleviated.

6. According to the text and what you know about intangible cultural heritage, why was great attention given to items from various ethnic groups in the selection of items for the list?

(Free answer) Example: The ICH items represent the unique cultures, traditions and history of the ethnic groups in China. Preserving such items does not only bring social and economic benefits to the people, but also helps to enhance unity and harmony among ethnic groups, therefore, safeguarding cultural security.

7. Choose one item (A-F) in Part 1A Question 1. Explain its importance in at least two of the following aspects.

(Free answer) Example:

Item A. The Great Wall

Cultural importance	<ul style="list-style-type: none"> <li>The Great Wall is a remarkable example of the superb military architecture, technology and art of ancient China.</li> </ul>
Social importance	<ul style="list-style-type: none"> <li>The Great Wall represents the character of the nation – its harsh, long-lasting and large-scale construction reveals the diligence and resilience of the Chinese people.</li> </ul>
Economic importance	<ul style="list-style-type: none"> <li>In the past, the Great Wall facilitated China’s economic development by safeguarding trading routes such as the Silk Road.</li> <li>Now, the Great Wall is famous all over the world and has become a must-see attraction for most visitors to China. Every year, millions of tourists flock to the Great Wall, making it one of the world’s most visited tourist attractions and bringing China enormous economic benefits.</li> </ul>
National importance	<ul style="list-style-type: none"> <li>The Great Wall is an enduring symbol of unity and tenacity of the Chinese nation, as shown in the line “把我們的血肉，築成我們新的長城” in our national anthem.</li> </ul>
Others (e.g. religious, military, historical)	<ul style="list-style-type: none"> <li>Militarily and historically, it played a vital role in Chinese history in protecting its people from nomadic attack.</li> </ul>

8. Read the following parts extracted from the news article and answer the questions that follow.

a.

Judges organised by the ministry selected the new items from 943 nominations from around the country falling under 11 categories, which include folklore, traditional music, ... (lines 4-6)

past participle phrase/  
reduced relative clause

relative clause  
(non-defining)

b.

... nominations concerning traditional diet made up one-sixth of the total, ... (lines 7-8)

present participle  
phrase (-ing phrase)/  
reduced relative clause



- c. ... Chinese people from different areas have created diverse diets in accordance with their different living environments and local products. (lines 16-17)

prepositional phrase

- i. What is the function of the underlined parts in sentences a-c?

**They provide additional information and descriptions to the nouns they describe.**

- ii. What do the underlined parts describe?

	<b>Underlined parts</b>	<b>Nouns they describe</b>
Sentence a	organised by the ministry	<b>judges</b>
	which include folklore, traditional music, ...	<b>11 categories</b>
Sentence b	concerning traditional diet	<b>nominations</b>
Sentence c	from different areas	<b>Chinese people</b>

9. Choose the most appropriate phrase/clause from the box below to describe each of the following tangible and intangible cultural heritage items.

constructed in sections from the 5 <sup>th</sup> century BC onwards	originating in Henan province
which is also known as “silk stocking milk tea”	throughout China and the world

- i. Shaolin kung fu, **originating in Henan province**, is one of the oldest styles of kung fu.
- ii. The technique of making Hong Kong-style milk tea, **which is also known as “silk stocking milk tea”**, epitomises the fusion of eastern and western food cultures in Hong Kong.
- iii. The Grand Canal, **constructed in sections from the 5<sup>th</sup> century BC onwards**, facilitated grain distribution and contributed to economic and political stability in imperial China.
- iv. On the fifth day of the fifth lunar month, people of several ethnic groups **throughout China and the world** celebrate the Dragon Boat Festival.

For more practice on the various language items for providing additional information and descriptions, please refer to the resource pack “Academic Use of English” (Chapter 3 – Part 3d).

[https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/Academic-Eng/resource\\_pack.html](https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/Academic-Eng/resource_pack.html)





## Part 2 – Video-viewing

Apart from intangible cultural heritage, China also has a large number of world heritage sites, ranking second in the world. In this part, you will watch a video about one of the world heritage sites and how it is preserved with modern technology.

### A) Pre-viewing activity – 3D Tech to Preserve Ancient Art




Search online for information about heritage sites in China (students may research online by using the key words: **world heritage China**) and answer Questions 1-2 below.

1. How many cultural heritage sites are there in China? 56

2. Fill in the blanks below:

Categories	No. of cultural heritage sites	One example of cultural heritage site	Interesting facts
Cultural	(a) <u>38</u>	The Great Wall	Once world's largest (b) <u>military structure</u> and important in (c) <u>historic</u> , (d) <u>strategic</u> and (e) <u>architectural</u> aspects
Natural	(f) <u>14</u>	Sichuan Giant Panda Sanctuaries	Home to more than (g) <u>30%</u> of the world's highly endangered pandas with (h) <u>seven/7</u> nature reserves and (i) <u>nine/9</u> scenic parks
Mixed	(j) <u>4</u>	Mount Taishan	A source of inspiration for Chinese artists and scholars and symbol of ancient Chinese (k) <u>civilisations</u> and beliefs

3. Preserving cultural heritage sites contributes to safeguarding cultural security of our nation. Ways to preserve them come in many forms. 3D technology takes preservation to another level and makes these ancient heritage sites accessible to anyone, anywhere and anytime. Below are some tech products used in the process. Match the functions to the products by filling in the boxes with A, B or C.

Tech products	Answers	Functions
1. Hi-tech digital camera 	<b>C</b>	A. To record the complex design of the cultural heritage site and its structures with high resolution for documentation, reconstruction and modelling B. To generate replicas of monuments and artefacts for the purpose of re-creation of the heritage site C. To capture visual presentations of the heritage site for the purposes of documentation
2. Laser scanner 	<b>A</b>	
3. 3D printer 	<b>B</b>	



**B) Watch the video and answer the following questions**

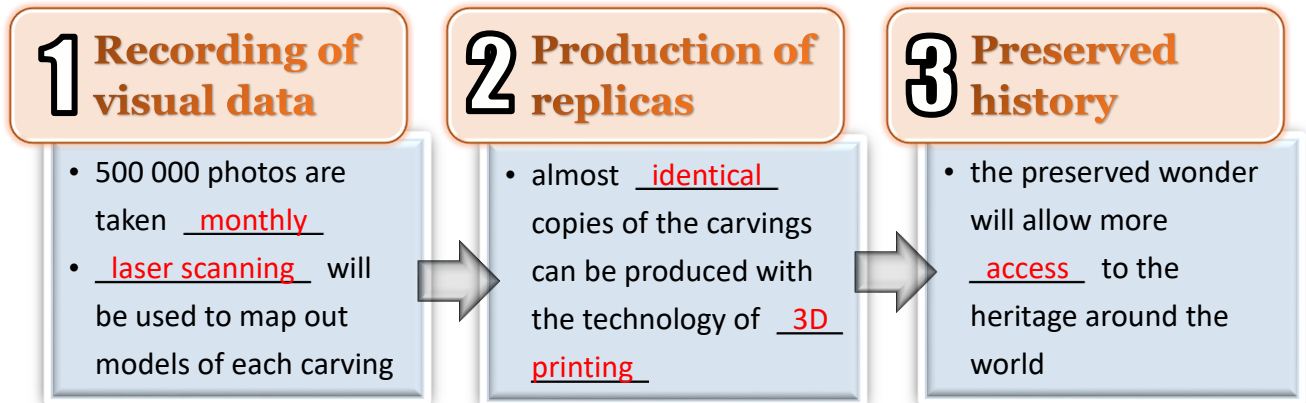
1. Based on Part 1 of the video (0:00-2:15), fill in the blanks below.

World Heritage Site	
Name of heritage site:	(a) <u>Yungang Grottoes<sup>2</sup></u>
Location:	(b) <u>Shanxi Province</u> , China
Period of construction:	(c) <u>465-525</u> AD
Significance of heritage site:	The site was listed for its rock-cut (d) <u>architecture</u> with over (e) <u>51 000</u> statues and carvings in a network of caves. Most works feature the (f) <u>Buddhist</u> belief, a religion originating from India. Influences from other civilisations such as Rome and Greece were evident. Research studies suggested that it was an early example of (g) <u>globalisation</u> .

Based on Part 2 of the video (2:16-4:11), answer Questions 2-4.

2. (i) What potential threat is the heritage site facing?  
erosion (of sandstone due to long-term exposure)
- (ii) Which type of technology is being used to preserve the site?  
digital preservation

3. Fill in the blanks below about preservation of ancient art with modern technology.



4. According to the video, why do we preserve cultural heritage?  
to enhance accessibility for people around the world //  
to inspire construction of new representative monuments //  
to preserve culture and stories different heritage sites carry and represent for future generations
5. In what ways do you think the preservation of cultural heritage safeguards national cultural security?  
Preserving cultural heritage strengthens the fine Chinese traditional culture. //  
Preserving cultural heritage cultivates a sense of belonging.

<sup>2</sup> Some plural nouns, such as places, mountain ranges and disciplines, may take a singular or plural verb. If they are used as a collective term/name, a singular verb can be used, e.g. "Social Sciences is a popular field of study".

### **Part 3 – Writing**

#### **Situation**

Your school is organising an exhibition to celebrate the National Security Education Day. Your class is working on the field of cultural security. Each of you in the class has to introduce another cultural heritage item to help schoolmates understand the importance of cultural preservation and cultivate a sense of national and cultural belonging.

#### **Task**

Research information about cultural heritage items in China. Students may research online by using the following key words:

- **China intangible cultural heritage**
- **world heritage China**

Choose one item and complete the “Profile of a Cultural Heritage Item in China” in about 200 words.

In the profile, you need to include:

- (i) the background of the item
- (ii) some interesting facts about the item
- (iii) the reason(s) why the item is worth preserving

## Language Support

### 1. Providing additional information and descriptions

- **Use of adjectives:**  
e.g. *The historical site was **unique** and **spectacular**.*  
e.g. *It is **renowned/famous/well-known** for its cave art.*  
e.g. *It is **vital/necessary/essential** (for us) to preserve this heritage site with such historical value.*
- **Use of present and past participle phrases:**  
e.g. ***Located in Shanxi Province**, the Yungang Grottoes is one of the three most famous ancient sculptural sites of China.*  
e.g. ***Adopting the advanced technology of digital preservation**, experts are now recording visual data monthly with photography and laser scanning to map out models of each carving to protect the site.*
- **Use of relative clauses and reduced relative clauses:**  
e.g. *Judges **organised by the ministry** selected the new items from 943 nominations from around the country falling under 11 categories, which include folklore, traditional music, dance, opera, sports, arts, crafts, medicine, and, a new category, diet.*
- **Use of prepositional phrases:**  
e.g. *Over 51 000 statues and carvings were built in 252 caves **between the years 465 and 525 AD**.*

### 2. Creating an objective and journalistic tone

- **Use of the passive voice:**  
e.g. *The Yungang Grottoes **is recognised** as a World Heritage Site for its own rock-cut architecture. Over 51 000 statues and carvings **were built** in 252 caves between the years 465 and 525 AD.*

### 3. Citing opinions of others

- **Use of formulaic expressions**  
e.g. ***According to archeologists**, the statues housed in the caves are also in good conditions without suffering from major damage.*
- **Use of reporting verbs**  
e.g. *“These are important parts of Chinese social life and convey Chinese people’s ideas about health and respect for food and nature,” **Wang remarked/added/said**.*

### 4. Presenting figures:

- e.g. *The Yungang Grottoes attracts **nearly three million** visitors per year.*
- e.g. *The local government has organised embroidery training classes for **over ten thousand** people.*
- e.g. ***About 26 000** local women currently work in the industry.*

### 5. Presenting causes and effects

- **Use of adverbial clauses to talk about causes**  
e.g. *The Yungang Grottoes is worth preserving **as/because/since** it is **impactful in the aspects of religion, arts and history in China**.*
- **Use of verbs to talk about effects**  
**verb + to-infinitive**  
e.g. *The successful fusion of the religious symbolic art and local spirit **serves/helps to demonstrate** Chinese cultural traditions.*  
**verb + noun/noun phrase**  
e.g. *Many intangible cultural heritage items **have contributed to/facilitated/helped/supported** the country’s economic development and the improvement of people’s cultural life.*



## Profile of a Cultural Heritage Item in China

Name: (Student's Name)

Name of the cultural heritage item:

Yungang Grottoes

Location of the cultural heritage

item: Shanxi Province



Source: <https://chinacurrent.com/education/article/2021/11/23015.html>  
(Picture and source of the cultural heritage item)

### Content Tips

#### ❖ 6WH

- Who
- Where
- When
- What
- How
- Why

#### ❖ Supporting details and information

- Anecdotes
- Comments/quotes from authorities, e.g. experts
- Data/figures/evidence

#### ❖ Importance/influences in different aspects

- Cultural
- Historical
- Social
- Political
- Artistic
- Economic
- Others

### Background of the cultural heritage item:

Located in Shanxi Province, the Yungang Grottoes is one of the three most famous ancient sculptural sites of China. It is recognised as a World Heritage Site for its own rock-cut architecture. It is renowned for its cave art. Over 51 000 statues and carvings were built in 252 caves between the years 465 and 525 AD. It is essential to preserve this heritage site with such historical value.

### Interesting facts about the cultural heritage item:

To date, the Yungang Grottoes is still retained with its historic appearance. According to archeologists, the statues housed in the caves are also in good conditions without suffering from major damage. Conservation work has always been carried out to maintain the heritage site. Adopting the advanced technology of digital preservation, experts are now recording visual data monthly with photography and laser scanning to map out models of each carving to protect the site. Replicas can then be made to recreate the heritage site elsewhere to enhance accessibility and preserve history.

### Reason(s) why I think this cultural heritage item is worth preserving:

The Yungang Grottoes is worth preserving as it is impactful in the aspects of religion, arts and history in China. Evidence shows that the site was built with imperial instructions and the will of the State was reflected in Buddhist belief in China during the Northern Wei Dynasty. A solid foundation was laid for early development of Buddhism in China and its far-reaching influence of Buddhist belief in the country later. The site also represents the outstanding achievement of Buddhist cave art in China. The successful fusion of the religious symbolic art and local spirit serves to demonstrate Chinese cultural traditions.



Blank lined area for writing.

**Content Tips**

- ❖ Importance/ influences in different aspects
- Cultural
- Historical
- Social
- Political
- Artistic
- Economic
- Others

**Reason(s) why I think this cultural heritage item is worth preserving:**

Lined area for writing reasons.



#### **Part 4 – Extended Learning Activities**

Suggested cross-curricular learning activities with Chinese History and/or Citizenship and Social Development

##### **A. Gallery Walk**

Learning activities: Students research information about an intangible cultural heritage item (ICH) in China from one of the ICH categories such as traditional arts, traditional handicraft skills and folk customs. (They may research online by using the key words: **intangible cultural heritage in China**) and prepare a gallery walk presentation about their ICH item.

Learning elements: Understanding the social and economic importance of the ICH to the people

##### **B. A Visit to a Heritage Trail in Hong Kong – Ping Shan Heritage Trail or Lung Yeuk Tau Heritage Trail**

To learn more about heritage trails in Hong Kong, students may research online by using the key words: **Hong Kong heritage trails**.

Learning activities: Students research and visit one of the Heritage Trails in Hong Kong. After the visit, they share their observations and reflections on the visit through different modes (e.g. pictures with captions, videos, PPT slides).

Learning elements: Understanding the history of Hong Kong and the importance of treasuring one's heritage