

## **Background Information for Teachers**

Information on Learning Journeys Organisation

<b>Name of organisation</b>	<ul style="list-style-type: none"><li>• National Parks Board (NParks)</li></ul>
<b>When was the organisation founded?</b>	<ul style="list-style-type: none"><li>• 1990</li></ul>
<b>Learning Objectives stated by the organisation</b>	<ul style="list-style-type: none"><li>• Combining the visual delights and rich biodiversity of our parks, gardens &amp; nature reserves with thoughtfully-planned recreational activities, NParks facilitates visitors' communion with Nature.</li></ul>
<b>What is the purpose of the organisation?</b>	<ul style="list-style-type: none"><li>• NParks conserves, creates, sustains and enhances the green infrastructure of our City in a Garden.</li><li>• Responsible for providing and enhancing the greenery of Singapore.</li><li>• NParks also monitors and co-ordinates measures to ensure the health of Singapore's biodiversity.</li></ul>
<b>What is the mission and vision of the organisation?</b>	<ul style="list-style-type: none"><li>• Mission: To create the best living environment through excellent greenery and recreation, in partnership with the community.</li><li>• Vision: Let's make Singapore our Garden.</li></ul>
<b>How is the organisation so important to Singapore?</b>	<ul style="list-style-type: none"><li>• The organisation is important as National Parks Board (NParks) is responsible for providing and enhancing the greenery of the City in a Garden.</li><li>• Beyond green infrastructure, NParks is committed to enhancing the quality of life through creating memorable recreational experiences and lifestyles.</li><li>• NParks manages over 300 parks and 4 nature reserves. Adding to this is the extensive streetscape, or roadside greenery, that forms the backbone of our City in a Garden.</li><li>• An island-wide Park Connector Network is also being developed to link major parks and residential areas.</li><li>• As Singapore's scientific authority on nature conservation, NParks monitors and coordinates measures to ensure the health of Singapore's biodiversity.</li><li>• This supports the overall thrust of our urban biodiversity conservation model, which aims to conserve representative eco-systems in land-scarce Singapore for future generations.</li><li>• NParks is also the lead agency in the efforts to continually upgrade the Landscape Industry in Singapore.</li><li>• It works closely with industry partners to</li></ul>

promote good work practices and create a thriving, innovative and professional industry that will support Singapore's aspirations of being a City in a Garden.

**What are the NE messages / NE learning journey objectives that can be highlighted through this learning journey?**

**NE Messages:-**

- Cultivate a sense of ownership for the environment where Singapore is our homeland, this is where we belong.
- Cultivate a sense of nationalism and pride in the students where we have confidence in our future.

**Learning Objectives:-**

- Provide students with relevant knowledge on the historical and heritage aspects of Singapore.
- Instil a sense of connection of how changes from the past influence our present.
- Helping students to understand Singapore: Its constraints, Challenges and Opportunities, that with the ever changing landscape, our heritage might disappear if no one spreads word of it.

**In what ways can the learning journey be relevant to students? (This can related to both personal experiences and curriculum matters)**

The visit can be tied with:  
Secondary 1-4 History and Geography

<b>Theme:</b>	Learning Journeys
<b>Name of Activity:</b>	History and Nature Heritage Trail
<b>Venue/s:</b>	Fort Canning Park
<b>Duration:</b>	2 to 2.5 hours
<b>Level/s:</b>	Secondary 1-4
<b>Pre-requisite/s:</b>	Nil

**Introduction:**

During the learning journey to Fort Canning Park, students will be exploring the interesting features that can be found here. Here, they will gain an awareness of the history of Singapore by being transported back to the 14<sup>th</sup> and 19<sup>th</sup> century Singapore. At the same time, they will be offered a glimpse of the command centre (Battle Box) of the British and how important decisions were made at this site which led to the surrender of Singapore in 1942. Students will get to enhance their knowledge and interests in the various heritage trees and other important spices that were grown in Singapore. They will also learn about the importance of conserving our natural heritage and develop a sense of commitment and ownership of the parks and greenery.

**Objectives of this Learning Journey:**

1. Students will have fun as they walk and appreciate and learn about Singapore's history and natural heritage
2. Students will have first-hand field experience of the various historical events that have occurred in Fort Canning.
3. Students will get to enhance their knowledge and interest in the various heritage trees and other important spices that were grown in Singapore's very first botanical gardens.
4. Students will learn about the importance of conserving our natural heritage, develop a sense of commitment and ownership of the parks and green, and to protect our home and rich history.

**National Education Message:**

- Cultivate a sense of ownership for the environment where Singapore is our homeland, this is where we belong.
- Cultivate a sense of nationalism and pride in the students where we have confidence in our future.

**Approaches****Programmes/Activities:**

- Students will go on a learning journey to Fort Canning Park.
- Guides, assisted by teachers from the school, will lead and direct students in making various observations on the natural heritage and the historical events that have occurred here at Fort Canning.
- This will allow students to learn more about the Singapore's natural heritage and history to meet the above learning objectives.
- Students will complete the worksheets and take primary data (e.g. note taking and photographing) of all information, which is required for the completion of an assignment or project.

**Deployment:**

- Guides will do a live commentary during the visit to Fort Canning Park.
- School teachers are deployed to assist and also to help monitor and discipline students on site.

**Assessment and Review:**

- Students will complete the worksheets and activities individually or as a group.
- Students will be debriefed after the learning journey.
- As a post-activity, students will complete a reflection on their learning journey.
- Students will complete a feedback form.
- Students will complete a project task based on their learning journey.

Lesson	Outline of Lesson	Period/s	Resources	Remarks
<b>Lesson Structure: Pre-Lesson Journey</b>				
Lesson 1 Introduction	<p><b><u>Pre-requisite:</u></b></p> <ul style="list-style-type: none"> <li>Students would have covered the topic on history of Singapore in their History syllabus and Natural Vegetation in their Geography syllabus</li> <li>Students are to recap on what they have learnt before on pre-colonial and colonial history of Singapore and natural vegetation.</li> </ul> <p><b><u>Knowing more about NParks</u></b></p> <ul style="list-style-type: none"> <li>Show the corporate video of NParks</li> <li>Invite students to visit NParks website to:           <ol style="list-style-type: none"> <li>Know its mission (What it aims to do) and vision (What it desires to achieve)</li> <li>What it does in Singapore</li> </ol> </li> </ul> <p><b><u>Briefing on Learning Journey to Fort Canning Park</u></b></p> <ul style="list-style-type: none"> <li>Students are given a briefing on the scenario and learning journey objective.</li> </ul>	1 (30mins)	<p><a href="http://www.youtube.com/watch?v=zKV9XxsANsE&amp;feature=related">http://www.youtube.com/watch?v=zKV9XxsANsE&amp;feature=related</a></p>	<ul style="list-style-type: none"> <li>To enable students to draw on their prior knowledge of the History of Singapore and Natural Vegetation.</li> <li>To allow students to know more about NParks and what they do.</li> <li>To prepare students and to provide information on the park that they will be visiting.</li> </ul>
Development	<p><b><u>Exploration of the features in Fort Canning Park</u></b></p> <ul style="list-style-type: none"> <li>Students will be divided into groups to explore and research on the features at Fort Canning Park</li> <li>Provide the map of Fort Canning Park for each group and pen down the features of the park.</li> <li>Each group will work on 2 park features, to find out more information on them.</li> </ul> <p><b><u>Video Activity</u></b></p> <ul style="list-style-type: none"> <li>Teachers will show students the 30 minutes video segment on the History of Singapore (Part 1)</li> </ul>	2 (60mins)	<p>Annex 1</p> <p><a href="http://www.youtube.com/watch?v=O12LwoI3iaY&amp;feature=relat">http://www.youtube.com/watch?v=O12LwoI3iaY&amp;feature=relat</a></p>	<ul style="list-style-type: none"> <li>To enable students to have prior knowledge on NParks and Fort Canning Park before going on their learning journey.</li> <li>To motivate the students to learn and have a sense of ownership in their learning, they are given the autonomy to research on the park features they have chosen.</li> <li>To incorporate the elements</li> </ul>

			ed	of independent, cooperative and collaborative learning, students are given the autonomy to research on the park features in a group setting.
Closure	<p><b><u>Reflections</u></b></p> <ul style="list-style-type: none"> <li>• Get students to write down their reflections on the video.</li> </ul>	10 mins	Annex 1	<ul style="list-style-type: none"> <li>• To sum up students' learning on Fort Canning Park.</li> </ul>
<b>Lesson Structure: During Learning Journey</b>				
Lesson 2 Introduction	<p><b><u>Fort Canning Park</u></b></p> <ul style="list-style-type: none"> <li>• Students to complete questions found in Annex 2 before setting off to explore the different features in the park.</li> </ul>	15 mins	Annex 2	<ul style="list-style-type: none"> <li>• To enable students to know more about NParks and give them the context for the next stage of learning.</li> </ul>
Development	<p><b><u>Breakup Session</u></b></p> <ul style="list-style-type: none"> <li>• Students are divided into different groups with the guides to explore the different features in the park.</li> <li>• Teachers are to ensure that students ask the guides the relevant questions which are found in the worksheets.</li> <li>• Some of the information can be found in the display boards.</li> <li>• Students are to complete the worksheets along the walk.</li> </ul>	4 periods (120 mins)	Annex 3- 5	<ul style="list-style-type: none"> <li>• To enable students to explore the park features.</li> </ul>
Closure	<p><b><u>Reflections</u></b></p> <ul style="list-style-type: none"> <li>• Teachers to get students to share their thoughts on Fort Canning Park.</li> </ul>	20 mins		<ul style="list-style-type: none"> <li>• To sum up students' learning on NParks and Fort Canning Park.</li> <li>• To enable students to reflect on the achievements of</li> </ul>

				<p>NParks and their possible involvement in making the park a better place.</p> <ul style="list-style-type: none"> <li>To allow students to evaluate how their group works.</li> </ul>
<b>Lesson Structure: Post Learning Journey</b>				
Lesson 3 Introduction	<p><b><u>After the visit</u></b></p> <ul style="list-style-type: none"> <li>Students are to form into groups of 4-5 and discuss and reflect on what they have learnt.</li> <li>Students are to discuss this using their post-visit reflection worksheet found in Annex 6.</li> </ul>	15 mins	Annex 6 (Post-visit Reflection)	<ul style="list-style-type: none"> <li>To allow students to sum up what they have learnt.</li> </ul>
Development	<p><b><u>Task</u></b></p> <ul style="list-style-type: none"> <li>Each student OR each group is to read the task and submit the article commemorating the 190th Anniversary of Fort Canning.</li> <li>Guidelines of the article submission can be found in Annex 8.</li> </ul>	1 period (30 mins)	Annex 7 (Task) Annex 8 (Template)	<ul style="list-style-type: none"> <li>To consolidate students' learning through the completion of the allocated task.</li> </ul>
Closure	<p><b><u>Class Activity</u></b></p> <ul style="list-style-type: none"> <li>Teachers are to go through the worksheet answers with students.</li> </ul>	15 mins	Annex 9 (Answers)	<ul style="list-style-type: none"> <li>To sum up students' learning.</li> </ul>

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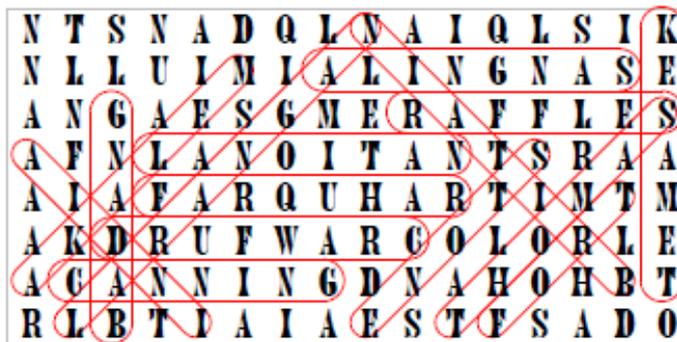
**Annex 1**

- i) The organisation that manages parks in Singapore is the National Parks Board.
- ii) List of some of the features in Fort Canning Park.
  - Mural Wall
  - Battle Box
  - Flagstaff
  - Keramat
  - Spice Garden
  - Sally Port etc

**Annex 2**

- i) The British decided to build a fort here because of its strategic location on top of a hill and overlooking the Singapore River and harbour.
- ii) It was known as Fort Canning after the then Governor General of India, the Viscount George Canning.
- iii) Two other forts built by the British are Fort Siloso and Fort Labrador.

**Word Search**



**Annex 3**

- Other names Fort Canning was known by are Bukit Larangan, Singapore Hill or Government Hill, Bukit Tuan Bonham, Bukit Bendera.
- Sri Tri Buana died and was buried on this hill.
- Paduka Sri Pikrama Wira refused to pay homage to Java, which attacked Singapore but failed to conquer it.
- During the reign of Paduka Sri Pikrama Wira, Java claimed Temasek (Singapore) as a vassal.

**Keramat**

- i) Pendopo
- ii) Parameswara
- iii) Shrine
- iv) Muslim

#### Artefacts

- i) Chinese Merchants / Traders
- ii) Trade
- iii) Gold
- iv) Hindu

#### Parit Singapore

- i) 9 metres

#### Wall Mural

- Two events that might have taken place are i) Siamese attack on Singapore and ii) Trade

#### 14<sup>th</sup> Century Settlement

- Longyamen

#### Forbidden Spring

- i) Wives
- ii) Consorts
- iii) Bathing place

#### Declining Fortunes of Singapore

- Malacca

### **Annex 4**

#### Main features of the Rain Tree

- Large, shady, umbrella –shaped crown
- Trunk and branches host beautiful ferns and orchids
- Leaves often fold up at dusk or before an impending rain

#### Petai Tree

- Commonly eaten, cleansing properties for the kidneys

#### Terap Tree

- Leathery and oval-shaped
- Inner bark can be used for lining baskets or can be woven into ropes, fruit can be eaten

#### Ear Pod

- Ear-shaped pods, dry sugary pulp, fodder feed
- Tannin, soap

#### Madras Thorn

- Broad, spine-like, rose-red, birds

#### Flame of the forest

- Fine leaves, scarlet flowers, trunk is gnarled near the base, fruits are long pods and appear like swords hanging from the branches

#### Broad-leafed Fig

- Elephant Ear Fig Tree, pollinated, lay eggs, food, larvae

## Annex 5

### Fort Canning Centre

- British army barracks
- Singapore Armed Forces

### Fort Gate

- Defend/protect
- Shelter
- Sally Port

### Spice Garden

- Nutmeg: cooking, medicine, improve appetite ,treat diarrhoea, vomiting and nausea
- Clove: cooking, medicine
- Candlenut: cooking, medicine, light

### Raffles House

- Strategic position which overlooked the town (beautiful view that it commanded) and
- The view of the harbour, the Singapore River.

### Flagstaff

- Fly signals, communication

### Time Ball

- Give the public a signal of the correct time, help businesses, government offices and residents in the downtown area to set their clocks and other time-keeping devices to a common time

### Lighthouse

- Mark coastline and served as navigation

### Battle box

- 9 metres

### Sally Port

- Small, in, out

### First Christian Cemetery

- George Coleman, infant son of William Napier, Mrs Ester Bernard (eldest daughter of Sir William Farquhar)
- Illness
- Entrances to the cemetery grounds
- Holy Name of Jesus

### Memorial to James Brooke Napier

- First lawyer

### Cupolas

- George Coleman
- Resting areas