

PHILADELPHIA WORLD HERITAGE TOOL KIT



Center for African Studies
University of Pennsylvania



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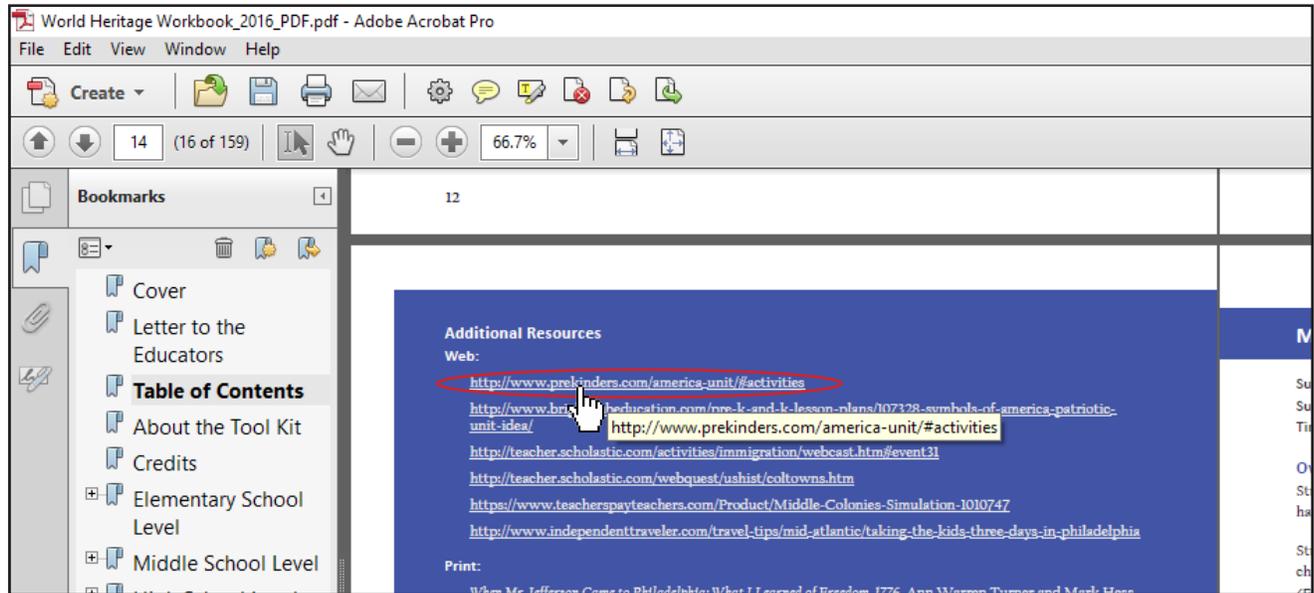
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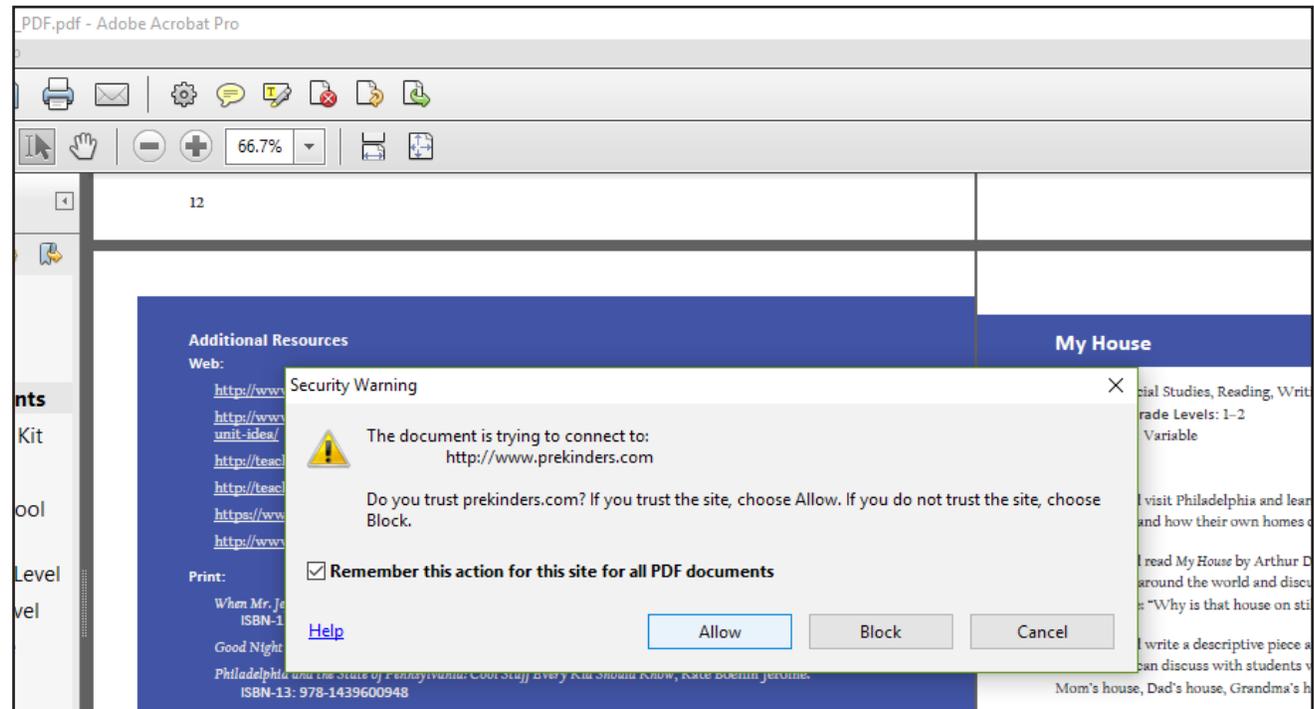
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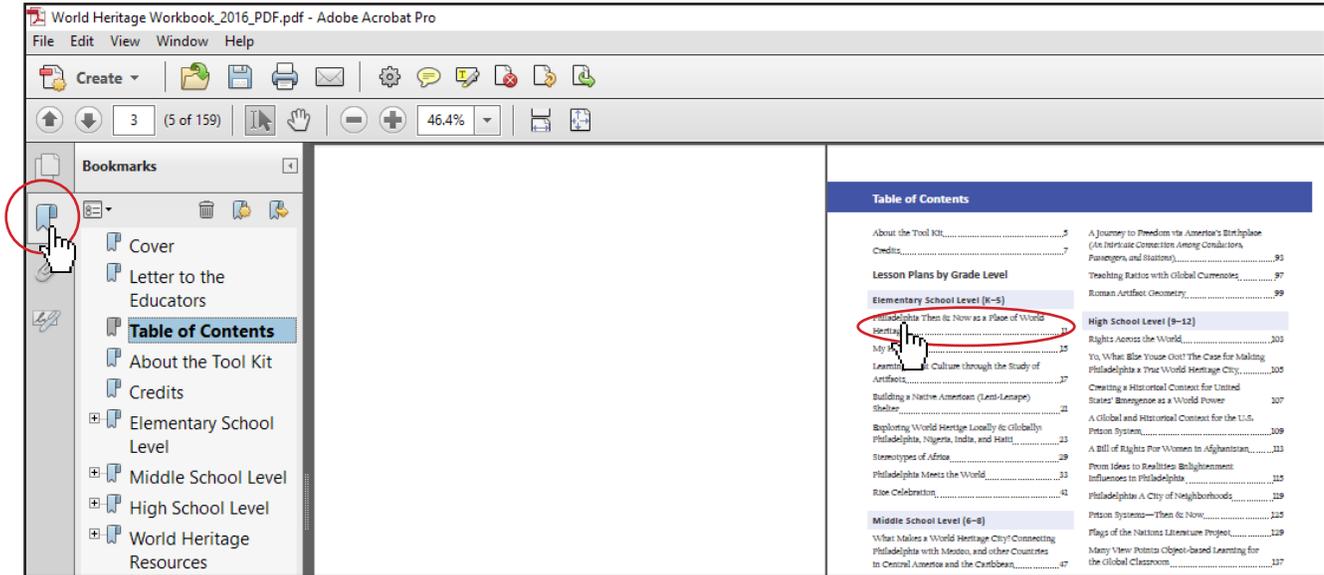
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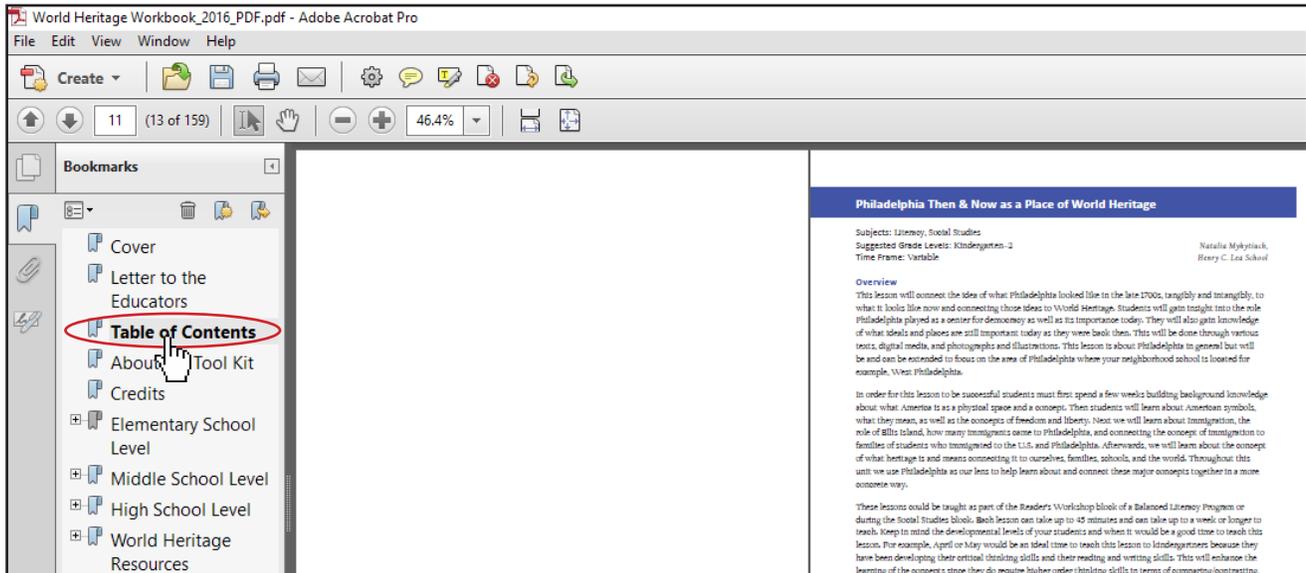
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Dear Educator:

Welcome to the second edition of the Philadelphia World Heritage Toolkit! As of November 2015, Philadelphia is officially a World Heritage City joining the ranks of cities such as Shanghai, Amsterdam, and Istanbul. The content of this document is an exciting journey through the history, culture, and people that continually create and reinvent our city. The Tool Kit is designed for varied grades and subjects in K-12 as a vehicle and idea-starter for teaching the value of World Heritage to our children.

This document was created by teachers, like you, who desire to educate youth on Philadelphia's heritage as well as underrepresented world regions. The Tool Kit is a product of a joint venture between Global Philadelphia Association, the City of Philadelphia, and the University of Pennsylvania's South Asia Center, Middle East Center and Center for East Asian Studies.

We hope this collection of ideas inspire, within our future ambassadors, a deeper sense of civic pride and global citizenship. For more information on the World Heritage City Project and to support these efforts visit <http://worldheritagephl.org/>

Sincerely,



Sylvie Gallier Howard
Chief of Staff
Commerce Department



Zabeth Teelucksingh
Executive Director
Global Philadelphia Association

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Re-Imaging Our Heritage....Whose World Is It?

It is clear that young people in the United States may have access to more information about the world around them, their transnational community, than any previous generation. Such a wealth of information does not come with an automatically usable way to understand all the data that may be available. In fact, students (and their teachers) may actually fear this bulk of information, and be less willing to risk trying to gain a foothold on all that they know is “out there.”

Many different types of global education activities now exist, however, it is teachers that enable their students to study culture and life abroad as it occurs now and in the past through their own wonderfully creative approaches to a myriad of topics and themes across grade level and discipline. Essentially, they enable their students to travel while not really leaving the classroom. Internet use and print sources combine to strengthen teachers’ opportunities for their students.

The goal of the Philadelphia World Heritage Tool Kit is to help educators and their students develop a transnational analysis in their classrooms by using complex themes of world heritage as a framework to understand global regions across disciplines. These themes include shared architectural, cultural, economic, environmental, political, recreational, religious, and social heritage features.

The Philadelphia World Heritage Tool Kit contains lessons plans on:

- World heritage around the world: Transnationalism/Learning about the cities, sites, & cultures abroad
- Historical “Global” Philadelphia
- Today’s “Global” Philadelphia: Learning more about & from immigrant communities

Real teachers created these lessons and ideas for exploration in the World Heritage Tool Kit. The educators based their work on “best practices” that reflect student collaboration and the broad goals of young people studying the transnational community in ways that support care and understanding of others who may be very different in background and history. May we all build and treasure a new way of seeing and embracing the complexities and connections of living in the world we share!

Underscoring this global environment in which our youth are now evolving, the City of Philadelphia was engaged in a bid to become the first World Heritage City in the United States. The bid was based upon the fact that Independence Hall is a UNESCO designated World Heritage site and Philly, as a city, is uniquely qualified as a metropolis of World Heritage. Through a vote by the General Assembly at the 2015 Organization of World Heritage Cities Meeting on November 6th, Philadelphia was designated the first World Heritage City in the United States. This World Heritage Tool Kit is one of many activities celebrating this initiative. This effort is led by the **Global Philadelphia Association** in partnership with the **City of Philadelphia Commerce Department**.

Culminating Project, The Summer Institute

The Philadelphia World Heritage Tool Kit is the culminating project of the **2015 Summer Institute**, “Transnational Experiences: Engaging with World Heritage”. The Summer Institute is a weeklong professional development program at the University of Pennsylvania to support educators in understanding the increasing importance of our world regions in the K–12 classroom and learning new information and tools to connect Greater Philadelphia classrooms to the world.

The Summer Institute helped teachers connect Greater Philadelphia, its history and social climate to global histories and contexts. Thirty educators from the region were selected from over 70 applicants. These educators exhibited leadership in their schools and education networks and showed a commitment to global education. The program featured presentations from University of Pennsylvania faculty:

- “History of World Heritage Conservation & the ‘Case’ for Philadelphia”
David Brownlee, *Professor of History of Art*
- “The Impact of UNESCO World Heritage Status & Indigenous Peoples’ Heritage Rights”
Brian Daniels, *Director of Research & Programs, Penn Cultural Heritage Center*
- “Lessons from the Past: Africa’s World Heritage”
Ali Ali-Dinar, *Associate Director, Africa Center*
- “History of Architectural Practices in India”
Pushkar Sohoni, *South Asian Studies Librarian*
- “International Philly: Being Involved with Cultural Heritage”
Fariha Khan, *Associate Director, Asian American Studies Program*
- “Human Mobility, Cultural Boundaries, Heritage & Identity in the Middle East”
Salam Al Kuntar, *Visiting Scholar*
- “Tech Tools for the Global Educator”
Rashmi Kumar, *Learning Instructor, Weingarten Learning Resources Center*

The Institute opened with an address from Zabeth Teelucksingh, Executive Director, Global Philadelphia Association, on World Heritage branding and its significance for Philadelphia. Participants learned that Philly would join the list of the 266 World Heritage cities such as Istanbul, Kyoto and Cairo. The Institute introduced educators to the **Philadelphia Folklore Project** through a workshop with Linda Deafenbaugh, the organization’s Education Specialist and **Al-Bustan Seeds of Culture** through a panel discussion with Founder and Executive Director, Hazami Sayed. Both organizations bring global heritage arts and culture into schools.

The educators also visited the **Philadelphia Museum of Art** and the **Penn Museum** where they heard from museum educators and did reflective activities in the galleries. Hitomi Yoshida, Diversity Programs Manager, introduced the Penn Museum’s International Classroom Program. As part of the program, Stephanie Mach, a graduate student in Penn’s Anthropology Department, gave a presentation on Navajo and Lenape material culture and heritage. Fernando Trevino from the Mayor’s Office of Immigrant & Multicultural Affairs presented about Philly’s new and old immigrants. Greater Philadelphia has the largest and fastest growing immigrant population of any major U.S. metro area, which is now 12% of the total population (Brookings Institution). Trevino emphasized the need to support newcomers in their integration process and the important role of teachers and schools.

The Summer Institute Helped Teachers Connect

Anastasia Shown, lead organizer of the Summer Institute, said that this year was one of the best yet, “The educators really absorbed the material and felt honored to be part of such an important moment in Philadelphia’s history. They also learned that the city has so much to offer in terms of global education.”

One participant shared, “I gained so much from this workshop and it is hard to quantify the knowledge. I gained new awareness of world heritage sites and process, history, pros and cons, and criterion. I benefited immensely from the range of speakers and topics. The coordinators of the seminar provided an immense array of viewpoints and concrete information, and tied all into Philadelphia as a world heritage city as well as UNESCO/World Heritage Sites in general. There is so much to contemplate.”

Another concluded, “I learned how to incorporate global heritage in other subjects, not just social studies. I now have a better understanding of global heritage and many different regions from around the world that make me a more confident and knowledgeable teacher.”

For more information, visit the Summer Institute website: <https://sites.sas.upenn.edu/globalsummerinstitute/>

Credits

Summer Institute 2015, “Transnational Experiences: Engaging with World Heritage” was sponsored by: The Global Philadelphia Association and the University of Pennsylvania’s South Asia Center, Middle East Center, Center for East Asian Studies, Africa Center, American Center for Mongolian Studies, Perry World House, Penn Museum, and Graduate School of Education. Additional support was provided by the City of Philadelphia Commerce Department and the Connelly Foundation.

The Philadelphia World Heritage Tool Kit was created by Greater Philadelphia teachers, as well as:

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Elementary School Level

Kindergarten - 5th Grade

Philadelphia Then & Now as a Place of World Heritage

Subjects: Literacy, Social Studies

Suggested Grade Levels: Kindergarten–2

Time Frame: Variable

*Natalia Mykytiuch,
Henry C. Lea School*

Overview

This lesson will connect the idea of what Philadelphia looked like in the late 1700s, tangibly and intangibly, to what it looks like now and connecting those ideas to World Heritage. Students will gain insight into the role Philadelphia played as a center for democracy as well as its importance today. They will also gain knowledge of what ideals and places are still important today as they were back then. This will be done through various texts, digital media, and photographs and illustrations. This lesson is about Philadelphia in general but will be and can be extended to focus on the area of Philadelphia where your neighborhood school is located for example, West Philadelphia.

In order for this lesson to be successful students must first spend a few weeks building background knowledge about what America is as a physical space and a concept. Then students will learn about American symbols, what they mean, as well as the concepts of freedom and liberty. Next we will learn about Immigration, the role of Ellis Island, how many immigrants came to Philadelphia, and connecting the concept of immigration to families of students who immigrated to the U.S. and Philadelphia. Afterwards, we will learn about the concept of what heritage is and means connecting it to ourselves, families, schools, and the world. Throughout this unit we use Philadelphia as our lens to help learn about and connect these major concepts together in a more concrete way.

These lessons could be taught as part of the Reader's Workshop block of a Balanced Literacy Program or during the Social Studies block. Each lesson can take up to 45 minutes and can take up to a week or longer to teach. Keep in mind the developmental levels of your students and when it would be a good time to teach this lesson. For example, April or May would be an ideal time to teach this lesson to kindergartners because they have been developing their critical thinking skills and their reading and writing skills. This will enhance the learning of the concepts since they do require higher order thinking skills in terms of comparing/contrasting, analyzing information, and making connections.

Connection to Philadelphia World Heritage Tool Kit's Goal

Philadelphia is a city with a World Heritage site, and a World Heritage city. These lessons will showcase and highlight the importance of these concepts.

Core Curriculum Standards

- CCSS.ELA-Literacy.RI.K.1: With prompting and support, ask and answer questions about key details in a text.
- CCSS.ELA-Literacy.RI.K.2: With prompting and support, identify the main topic and retell key details of a text.
- CCSS.ELA-Literacy.RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- CCSS.ELA-Literacy.RI.K.8: With prompting and support, identify the reasons an author gives to support points in a text.

- CCSS.ELA-Literacy.RI.K.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- CCSS.ELA-Literacy.W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- CCSS.ELA-Literacy.W.K.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- CCSS.ELA-Literacy.W.K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- CCSS.ELA-Literacy.W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- CCSS.ELA-Literacy.SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- CCSS.ELA-Literacy.SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.
- CCSS.ELA-Literacy.L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-Literacy.L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Objectives

Students will be able to understand how Philadelphia has changed and stayed the same by comparing and analyzing the time periods of late the 1700s and present day IOT to relate it to the concept of Philadelphia as a World Heritage city.

Essential Question

How has Philadelphia changed over time and how has it stayed the same? What makes Philadelphia a World Heritage city?

Materials Needed

Larry Gets Lost in Philadelphia by John Skewes and Michael Mullin, *Journey around Philadelphia from A to Z* by Martha and Heather Zschock, internet access and a projector or smart-board

Procedure

Step One: Read text, *Larry Gets Lost in Philadelphia* by John Skewes, aloud the first time for enjoyment, allowing students to experience the text and discuss it in a natural way. This text is the Mentor text for the lessons.

Step Two: Over the next few days, go through each site or certain more important sites in the text that Larry visits and discuss the importance of the site for Philadelphians today. Students can and should make text-to-self connections. Afterwards, view either illustrations or photographs from the internet to compare what the site looked like in the late 1700s—when the founding fathers were alive and wrote the Declaration of Independence and Constitution—to what the site looks today. One thing that can be done is creating a chart of the sites—then and now—to have concrete evidence of the sites and also students' learning.

Step Three: Once all of the sites chosen by the teacher are compared, then discuss the importance of Philadelphia being or becoming a World Heritage City—this may require a discussion on what that means and building some background knowledge about the concept.

Step Four: Review the charts created about each site and model for students what the writing assignment is (see outcome/assessment) and independently, in pairs, or in small groups students will work on their drawing/writing.

Step Five: Students should be making a connection between the site then and now and the importance of the site, how it was used then and now, and its connection to world heritage. Write from the perspective of that character.

Outcome/Assessment

Suggested outcomes or assessments include: students will illustrate and write 3–5 sentences comparing and contrasting a site from the Mentor text to a site from late 1700s Philadelphia and writing about its importance to the people; students will present verbally their findings in class either through an iMovie presentation or by physically coming to the front of the class; each student’s illustration/writing can be bound together as a class book or individual books.

Special Education and English Language Learners Accommodations

Special Education students and English Language Learners will have accommodations based on their own individual needs. Some examples include simpler sentences, 2–3 sentences, more emphasis on illustrations, writing captions, drawing diagrams with labels, using sentence starters, etc.

Additional Resources

Web:

<http://www.prekinders.com/america-unit/#activities>

<http://www.brighthubeducation.com/pre-k-and-k-lesson-plans/107328-symbols-of-america-patriotic-unit-idea/>

<http://teacher.scholastic.com/activities/immigration/webcast.htm#event31>

<http://teacher.scholastic.com/webquest/ushist/coltowns.htm>

<https://www.teacherspayteachers.com/Product/Middle-Colonies-Simulation-1010747>

<http://www.independenttraveler.com/travel-tips/mid-atlantic/taking-the-kids-three-days-in-philadelphia>

Print:

When Mr. Jefferson Came to Philadelphia: What I Learned of Freedom, 1776, Ann Warren Turner and Mark Hess. ISBN-13: 978-0060275792

Good Night Philadelphia (Good Night Our World), Adam Gamble. ISBN-13: 978-0977797943

Philadelphia and the State of Pennsylvania: Cool Stuff Every Kid Should Know, Kate Boehm Jerome. ISBN-13: 978-1439600948

123 Philadelphia: A Cool Counting Book, Puck. ISBN-13: 978-0979621390

Hello, Philadelphia!, Martha Zschock. ISBN-13: 978-1933212647

The Phillie Phanatic's Philadelphia Story, Tom Burgoyne. ISBN-13: 978-1935592075

The ABC's of Philadelphia: An Illustrated Guide to the City of Brotherly Love, Greg Landry and Robert Hochgertel. ISBN-13: 978-1933822051

ABC Philadelphia: Travel Guides for Kids, Matthew G. Rosenberger. ISBN-13: 978-0976004707

Guess How Much I Love Philadelphia, Johannah Gilman Paiva and Mark Kummer. ISBN-13: 978-1486703760

My House

Subjects: Social Studies, Reading, Writing

Suggested Grade Levels: 1–2

Time Frame: Variable

Susan Holt,

Plymouth Meeting Friends School

Overview

Students will visit Philadelphia and learn about the early housing of the city. They will discuss how housing has changed and how their own homes compare to the early homes in Philadelphia.

Students will read *My House* by Arthur Dorros. They will investigate the different types of housing in which children live around the world and discuss possible reasons for variations and similarities in houses. (For instance: “Why is that house on stilts?” might lead us to investigate the geography of New Guinea.)

Students will write a descriptive piece about their own home and draw their house, apartment, room, condo, etc. Teacher can discuss with students what “home” means to them and if they have more than one “home” (ex. Mom’s house, Dad’s house, Grandma’s house), make sure they can incorporate those homes into the lesson.

Connection to Philadelphia World Heritage Tool Kit’s Goal

Students will investigate Philadelphia’s early housing and determine why this type of housing first made sense based on materials available, the space available and how it fit into the ‘plan’ for the city. They will then examine how their own homes fit into that early structure. What has endured? What has changed? Why?

Core Curriculum Standards

- 1.2.1.D: Make inferences and draw conclusions citing evidence from the text to support answers.
- 1.4.1.B: Write informational pieces using illustrations when relevant (e.g., descriptions, letters, instructions).

Objectives

Students will become more aware of how children live around the world and describe how housing around the world can be vastly different or very similar to their own. Most importantly, students will learn that culture, environment and necessity determine housing structure as much as available capital, and no one way of living is better than another.

Essential Question

Do children around the world live similar lives? What does housing say about a society? Consider environment, physical needs, and culture. How are societal values reflected in housing?

Materials Needed

Slides of early Philadelphia showing grid structure of the city and early housing, *My House* by Arthur Dorros, writing paper, drawing paper, pencils, crayons and colored pencils

Procedure

Day One: Look at slides of early Philadelphia and talk briefly about how the city was settled, the original grid plan and housing ideals, options and choices.

Day Two: Students take a field trip to Philadelphia to look at specific examples of early housing. Discuss own homes within this context. How have things changed? Are there any early influences in students' housing?

Day Three–Five: Partner read *This is My House* by Arthur Dorros. As a class, share big book of the book and discuss observations (new and from partner reading). How are the houses similar? How are they different? Why do you think they are different? Follow student inquiry and investigate areas raised—geography, climate, resources, culture, etc.

Day Six: Discuss students' housing. How similar? How different? What makes each special? What are favorite parts of his/her home? Each student makes a list of at least 10 things that describe her/his home, keeping in mind our earlier discussions and those things that are important/special to the student. Share lists with a partner and as a whole group.

Day Seven–Ten: Each student writes a descriptive piece about his/her home, using the compiled list to facilitate writing and to ensure details are included. Focus on the need to include details in descriptive writing. This writing will be for publication so there will be a student-teacher editing conference before the final copy is written.

Day Eleven–Twelve: Each student draws a picture of her/his home, trying to fill the paper and use details from their lists/writing. Students share their drawings and writing followed by a class discussion about what the students notice about our community's housing and that of children around the world.

Outcome/Assessment

Teacher can assess students' *My House* writing and drawing. Teacher can observe students' understanding through discussion.

Special Education and English Language Learners Accommodations

Lesson is planned for these differences, but should be adapted according to individual needs.

Additional Resources

Print:

The Skin You Live In, Michael Tyler ISBN-13: 978-0975958001

Hello World! Greetings in 42 Languages Around the Globe, Manya Stojic ISBN-13: 978-0439362023

Children Around the World, Donata Montanari ISBN-13: 978-1553376842

Children Just Like Me: A Unique Celebration of Children Around the World, Anabel Kindersley

ISBN-13: 978-0789402011

Same, Same But Different, Jenny Sue Kostecki-Shaw ISBN-13: 978-0805089462

A Life Like Mine: How Children Live Around the World, DK and UNICEF ISBN-13: 978-0756618032

National Geographic World Atlas, National Geographic ISBN-13: 978-1426213540

Learning about Culture through the Study of Artifacts

Subjects: Social Studies

Suggested Grade Levels: 2–4

Time Frame: 1 class

Janice Bershad,
C.W. Henry School

Overview

This lesson can be used to engage and motivate students at the beginning of any unit of study about history and culture. Students will observe and analyze artifacts, draw inferences, and make conclusions.

Connection to Philadelphia World Heritage Tool Kit’s Goal

To use analytical techniques to learn about World Heritage. To become more aware of and interested in other cultures.

Core Curriculum Standards

- Identify artifacts and their importance in history
 - Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns
- Participate in collaborative conversations with peers and adults in small and larger groups.

Objectives

Students will be able to define “artifact”, describe how objects help us understand history and culture, and understand the importance of context in interpreting the meaning of artifacts.

Essential Question

How do we know about people who lived a long time ago? How do objects tell stories? Why is context important in interpreting the meaning of artifacts?

Materials Needed

One mystery artifact (could be an unusual kitchen utensil or tool), 6–8 artifacts from the culture/time period that is being introduced (each group of 4–6 students should have an artifact to examine), and Artifact Analysis Form

Procedure

Step 1: Teacher will begin by asking students, “How do we know about people who lived a long time ago?” Students will “think, pair, share.” Possible responses might be: through stories, books, objects...

Step 2: Teacher explains that we are going to focus on an investigation of objects or artifacts. Define artifacts as “an object shaped or created by humans.”

Step 3: Teacher will show an unknown mystery object to the group and will ask them to make observations of the artifact: What is its size, color, shape, markings, and texture? Does it have any moving parts? Emphasize that an observation is “information gained through one’s senses.”

Step 4: The students will then analyze the information they have gathered. How do they think the object was made? By hand? In a factory? Who might have made it? A man, woman, or child? How could the object have been used? Does it have to do with recreation, transportation, tools, homes, or religion for example?

Step 5: Next, the group will come up with hypotheses as to what the artifact is. Teacher will then give the group some context for the object. For example, where would the object be used? In the kitchen or living room? In the woods or at the beach? Using the context clues, the students will narrow down the hypotheses or create a new one.

Step 6: Teacher will verify which hypothesis is correct. Students will return to their desks (which are arranged in groups of 4–6) and complete the Artifact Analysis Form to describe and analyze an artifact that has been given to their group. Teacher will circulate around the groups and provide them with some context for their artifact.

Step 7: The group will share out what they learned about their artifact. They will also discuss if knowing the context of their artifact helped them to form a hypothesis.

Outcome/Assessment

Students will be assessed on their completion of the Artifact Analysis Form and their participation in class discussion.

Special Education and English Language Learners Accommodations

Students will work collaboratively in mixed-ability groups. Some will complete the Artifact Analysis Form by dictating their answers or responding orally.

Additional Resources

Web:

<http://www.aampmuseum.org/education.html>

How to borrow traveling trunks with artifacts from the African American Museum.

<https://app.discoveryeducation.com/search?Ntt=ms+frizzle+shows+and+tells>

Ms. Frizzle teaches students about the meaning of artifacts in “Ms. Frizzle Shows and Tells.”
(*Password to Discovery Education required)

http://www.penn.museum/educators-k-12.html?utm_source=homepage&utm_medium=banner&utm_campaign=home

How to borrow Loan Boxes (containing artifacts from different cultures) from the Penn Museum.

http://www.philadelphiahistory.org/index.php?q=quest_for_freedom

Information about the early anti-slavery movement in Philadelphia that includes lesson plans and on-line images of artifacts.

<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/>

Digital primary source sets from the Library of Congress.

Building a Native American (Leni-Lenape) Shelter

Subjects: History, Geography, Mathematics, Environmental Studies

Suggested Grade Levels: 3

Time Frame: 1 semester

*Sudha Gutti,
Kimberton Waldorf School*

Overview

Teach students about Native American Culture through hands on activity of building traditional structures. Use the technique of building to incorporate math lesson related to measurement.

Connection to Philadelphia World Heritage Tool Kit's Goal

This lesson brings different cultures into the classroom and facilitates an understanding of present day problems through a study of these cultures.

Core Curriculum Standards

- Identified personal strengths and weaknesses; and cultivated and implemented strategies for working with these attributes as vehicles for lifelong learning
- Demonstrated fluency in the methods of science, mathematics, history, language, literature, and the social sciences; and demonstrated awareness and understanding of the contemporary issues and historic changes related to these disciplines
- Developed skills in several artistic disciplines and, through in-depth work, gained proficiency in the fundamental aspects of the visual, performing, and practical arts
- Developed the ability to communicate in a foreign language and an understanding of other cultures
- Demonstrated the ability to express in writing and speech his or her independent and creative thoughts and judgments
- Developed a healthy, loving relationship to nature as well as an understanding of ecology and the processes of nature through actively farming and gardening, observing, and living in the natural world
- Developed fundamental capacities and confidence in movement by experiencing a variety of movement activities
- Grappled with core issues of the human experience, including the nature of life, death, friendship, spirituality, and vocation
- Developed compassion, empathy, responsibility, and gratitude towards others through a sense of global citizenship, an awareness of contemporary societal issues, and social responsibility
- Acquired life skills in the areas of child development, health, interpersonal communication and conflict resolution, collaboration and decision-making, time management, and the art of leisure

Objectives

Students will put lessons about measurements into practical use by using weight measures, linear measures and volume. Students will also practice conversions in measurement

Essential Question

How can we “get to know” the culture of a people by studying their shelters and how they lived with nature?

Materials Needed

Bark, saplings, dried grasses to be braided and used as string to strengthen the saplings; axe, saw, scissors, hammers, shovels and any other digging implements

Procedure

The building of this project will happen in the spring semester. The fall and winter months will be spent on collecting bark for the walls of the Wigwam. In early spring young saplings will be collected for the frame of the Wigwam. Once the material has been gathered, we would dig up holes for a 10 by 10 feet wide circular Wigwam with a gap of a foot between each. The young saplings will be put in these holes and as they are flexible the other end will be put into the hole across. This way a crisscrossing of the saplings will be done and the frame for the Wigwam will be ready. The saplings will be reinforced by braided grass strings. The holes will be covered with dirt and the ground around the sapling hardened. The gaps in between the saplings throughout will be covered with bark. A small gap will be left for the doorway on one side. All this work will be done with the active involvement of the children and their parents.

Outcome/Assessment

The shelter built by the children can serve as a place to stop and rest when taking walks in the woods, a sheltered place in the woods to listen to stories during the cold winter months, a house for the children to use for play. Building the shelter is a practical application of the measurement lessons in building the shelter, a lesson about how the Leni-Lenape lived long ago as well as a history of the Leni-Lenape people in story form. The building experience can also serve as a geography lesson about the four directions, wind patterns, sunlight, warmth, different kinds of soils, etc. and an environmental lesson about taking care of our resources by using natural, locally available and recyclable materials. Students can write an essay of this experience in their own words. The project is a learning process and a sense of accomplishment in building a project together

Special Education and English Language Learners Accommodations

This lesson can be used for many levels and multi-age classrooms.

Additional Resources

Web:

Youtube videos show clips of Wigwam building: <https://www.youtube.com/watch?v=GqMLbcKk2bA>
<https://www.youtube.com/watch?v=923PkFv2Mwk>

The Long House at the HansHerr House Museum, Lancaster PA: <http://www.hansherr.org/longhouse/>

Website article about making wigwams: <http://www.rootsweb.ancestry.com/-mosmd/dwellings.htm>

Exploring World Heritage Locally & Globally: Philadelphia, Nigeria, India, and Haiti

Subjects: Global Studies, Language Arts

Suggested Grade Levels: 5

Time Frame: 5–10 classes

Kristin Nakaishi,

Global Leadership Academy Charter School

Overview

Global Leadership Academy Charter School's mission is to offer scholars in West Philadelphia the resources, education, and cultural knowledge and appreciation to become leaders on the global front. GLA (for short) promotes scholars to think first on a community level and then taking that knowledge to apply it to a bigger picture. In 5th grade, the scholars are expected to study three countries: Nigeria, Haiti, and India. This lesson first helps scholars define the meaning of culture and identity and learn about their own culture. Second, this lesson helps scholars explain why their own city is culturally important. Third, scholars will examine other cultures from India, Haiti, and Nigeria and learn why they are important. This lesson uses the UNESCO criteria as the framework for heritage and cultural significance. Scholars will advocate for a cultural site within Philadelphia, India, Nigeria, or Haiti that is either on the waiting list or not yet nominated to be examined by UNESCO's General Assembly.

Connection to Philadelphia World Heritage Tool Kit's Goal

This lesson uses the “me–we” approach as explained by Linda Deafenbaugh of the *Philadelphia Folklore Project*. First scholars will study culture and heritage as defined by themselves, then their city, then globally with three “foreign” countries. This lesson requires scholars to evaluate, persuade, and engage an audience creatively using visuals, performance, etc.

Core Curriculum Standards

- CCSS.ELA-Literacy.RL.5.1: Quote accurately from a text when citing.
- CCSS.ELA-Literacy.RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- CCSS.ELA-Literacy.RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- CCSS.ELA-Literacy.RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- CCSS.ELA-Literacy.RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- CCSS.ELA-Literacy.W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- CCSS.ELA-Literacy.W.5.1.a: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- CCSS.ELA-Literacy.W.5.1.b: Provide logically ordered reasons that are supported by facts and details.
- CCSS.ELA-Literacy.W.5.1.c: Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- CCSS.ELA-Literacy.W.5.1.d: Provide a concluding statement or section related to the opinion presented.

- CCSS.ELA-Literacy.W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CCSS.ELA-Literacy.W.5.2.a: Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- CCSS.ELA-Literacy.W.5.2.b: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- CCSS.ELA-Literacy.W.5.2.c: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- CCSS.ELA-Literacy.W.5.2.d: Use precise language and domain-specific vocabulary to inform about or explain the topic.
- CCSS.ELA-Literacy.W.5.2.e: Provide a concluding statement or section related to the information or explanation presented.
- CCSS.ELA-Literacy.SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- CCSS.ELA-Literacy.SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- CCSS.ELA-Literacy.SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Objectives

Students will be able to explain their own culture and heritage, explain the relevance of world heritage sites and cities, explain why it is beneficial to be designated a world heritage city or site, explain why Philadelphia fits world heritage city criteria, and to identify world heritage cities and/or sites in Nigeria, Haiti, and India. Students will also be able to explain how world heritage sites in Nigeria, Haiti, and India fit the UNESCO criteria, find other culturally important sites and cities within Nigeria, Philadelphia, Haiti, and India, evaluate them and persuade an audience as to why they are culturally significant, create visuals to enhance their arguments for designating a cultural site, and to present their findings to an audience.

Essential Question

- What is culture? What is my culture?
- What is heritage? What is my heritage? What is world heritage?
- What is the purpose of UNESCO? What are the criteria for a UNESCO world heritage site?
- Why is Philadelphia nominated as a World Heritage city?
- What are some world heritage sites and/or cities in Haiti, Nigeria, and/or India?
- Why do these sites and/or cities fit the UNESCO world heritage criteria?
- What is a site/city in Philadelphia, Haiti, Nigeria, or India that I think also fits these criteria?

Materials Needed

Paper, pencil, visual presentation materials like art supplies for posters or handouts/brochures. Internet and library research capabilities. Attached powerpoint slides, worksheets (Everyone Has a Culture), Group Work Rubric.

Procedure

Step One: Give each scholar a piece of paper and a pencil. Tell them they have 5 minutes to draw a picture of their culture. You can use numbers, letters, and symbols, but no written sentences. It may help for the teacher to do this activity with the scholars.

Step Two: Have each scholar leave their picture of culture on his/her desk and take a gallery walk through the room. Guide students to make observations about what kinds of pictures each person drew.

Step Three: Re-group and discuss what everyone has drawn. Did some people draw pictures of food? Did some people draw religious symbols? Did some people draw their family? Clothing? Did some people have the same things drawn on their papers? Did some people have different things drawn on their papers?

Step Four: Explain that many differences are related to culture—ways of living and beliefs that are handed down from one generation to the next. Working from the list on the board, explain that all people share basic needs (food, shelter, etc.), that each of us learns a set of behaviors and beliefs from the people we grow up with (the kinds of houses we build and foods we eat), and that each individual has unique talents and preferences (I'm good at math; I don't like chocolate). When we talk about the behaviors and beliefs that a group of people have in common, we are talking about culture. Have scholars individually fill out Everyone Has a Culture (attached) and discuss how even though we live in the same country (the United States) and even the same city and state, we still may have a different culture at home. Then in partners, have scholars share their handout findings, and then share with the whole class (this is taken from the peace corps website).

Step Five: Write the word “heritage” on the board and ask scholars to define it. Read the Merriam-Webster's dictionary definition which states that heritage is “property that is handed down to an heir, or something acquired from the past.”

Step Six: Ask students to make a list of things that have been handed down to them, such as a family heirloom. What makes this item special? How does this item represent your family's culture? Why do you think it's important to preserve people's heritages and share each other's cultures? Is there a heritage or culture that you can think of that you really like that is not your own? Some scholars may talk about how they like Chinese food, or anime cartoons, or their name is from a different culture. Emphasize that embracing diversity brings richness to any culture and community and for hundreds of years people have been embracing and adopting parts of other people's cultures into their own.

Step Seven: If possible, show the following Prezi on a SmartBoard/Promethian/Polyvision:

- http://prezi.com/vfmbhbqkj7lp/?utm_campaign=share&utm_medium=copy&rc=ex0share

If not, show students this logo:



Explain that this is the World Heritage emblem. This emblem “represents the interdependence of the world’s natural and cultural diversity. While the central square symbolizes the results of human skill and inspiration, the circle celebrates the gifts of nature. The emblem is round, like the world, a symbol of global protection for the heritage of humankind.” (taken directly from Zabeth Teelucksingh’s presentation, also in the additional resources section)

Explain that UNESCO is an organization that helps to preserve, educate, and share cultural heritages from around the world. Read the UNESCO mission statement.

UNESCO’s Mission Statement:

The United Nations Educational, Scientific and Cultural Organization (UNESCO) seeks to encourage the identification, protection and preservation of cultural and natural heritage around the world considered to be of outstanding universal value to humanity.

Explain that UNESCO has 1007 World Heritage Sites, which are specific places in the world. Explain that there are 266 World Heritage cities but there is only ONE in the United States! Explain that Philadelphia has become the first United States World Heritage city. Why would Philadelphia be a good choice? How would becoming a World Heritage city help Philadelphia and benefit us? Explain that to be considered for “world heritage” designation, a site must fit at least one of the following ten criteria from UNESCO:

1. to represent a masterpiece of human creative genius;
2. to exhibit an important interchange of human values, over a span of time or within a cultural area of the world, on developments in architecture or technology, monumental arts, town-planning or landscape design;
3. to bear a unique or at least exceptional testimony to a cultural tradition or to a civilization which is living or which has disappeared;
4. to be an outstanding example of a type of building, architectural or technological ensemble or landscape which illustrates (a) significant stage(s) in human history;
5. to be an outstanding example of a traditional human settlement, land-use, or sea-use which is representative of a culture (or cultures), or human interaction with the environment especially when it has become vulnerable under the impact of irreversible change;
6. to be directly or tangibly associated with events or living traditions, with ideas, or with beliefs, with artistic and literary works of outstanding universal significance. (The Committee considers that this criterion should preferably be used in conjunction with other criteria);

7. to contain superlative natural phenomena or areas of exceptional natural beauty and aesthetic importance;
8. to be outstanding examples representing major stages of earth's history, including the record of life, significant on-going geological processes in the development of landforms, or significant geomorphic or physiographic features;
9. to be outstanding examples representing significant on-going ecological and biological processes in the evolution and development of terrestrial, freshwater, coastal and marine ecosystems and communities of plants and animals;
10. to contain the most important and significant natural habitats for in-situ conservation of biological diversity, including those containing threatened species of outstanding universal value from the point of view of science or conservation

Step Eight: Give the criteria to a small group of scholars and have them work in groups to rewrite/explain the criteria in their own words. Regroup as a whole class and talk about the definitions of each criteria. More advanced scholars may be able to give examples. Show scholars some examples of sites that fit the criteria. Dr. Brian Daniels' presentation "The Impact of UNESCO World Heritage Status and Indigenous Peoples' Heritage Rights" does a great job showing examples in slides 13–34 (see additional resources at end of lesson plan.)

Step Nine: Allow scholars to research the history of Philadelphia and certain points of interest such as the Liberty Bell, Independence Hall, Benjamin Franklin Parkway, the Waterworks, Fairmount Park, the Please Touch Museum, and City Hall. Have them write during their research which criteria a point of interest in Philadelphia it fits and why. You may want to brainstorm points of interest first and then have scholars form small research groups. Allow scholars to share out their findings.

Step Ten: Allow scholars to research India, Haiti, or Nigeria for cultural sites and cities that could be on the UNESCO list. It may be a good idea to show scholars examples of sites and cities that are already on the list:

- Haiti: <http://whc.unesco.org/en/haiti/>
- Nigeria: <http://whc.unesco.org/en/statesparties/NG/>
- India: <http://whc.unesco.org/en/statesparties/in>

Step Eleven: Explain that each scholar will be in a small group to either promote Philadelphia or a certain city/site in Nigeria, Haiti, or India to the UNESCO General Assembly. Depending on your group, you may want to assign groups/partners, and/or cities/sites. Allow scholars the opportunity to research their city/site using the 10 criteria framework. Tell scholars they are to produce a presentation, both in writing and visuals. The writing must be in a 5 paragraph essay format with introduction, conclusion, and body paragraphs advocating for the city/site to the UNESCO General Assembly. The essay will be submitted along with a presentation. Encourage the scholars to not just read the essay but to provide a visual aide like a powerpoint, brochure, flier, or video about why the city/site is an exceptional example of heritage and culture and should be shared and preserved.

Outcome/Assessment:

Evaluation of final presentation: Mrs. Lindquist on *Teachers Pay Teachers* has an excellent essay/outline for free.

- Link for free download (must have account on *Teachers Pay Teachers* to download):
<https://www.teacherspayteachers.com/FreeDownload/FREE-Rubric-and-Outline-for-Expository-or-Persuasive-Essay-Writing>

Scholars will also be evaluated based on the common core standards for listening and speaking. You may want to give scholars a grade also for being an audience member during the presentations.

Special Education and English Language Learners Accommodations

You may want to assign groups if you have many scholars with special needs. For example, a scholar that struggles with reading may want to be paired with a scholar that is strong in reading, and during group work you could assign jobs such as “researcher,” “recorder,” and “graphic designer.” The graphic designer could find collections of visuals to use and listen as the researcher reads the facts aloud if s/he struggles with reading. English Language Learners could also benefit from the use of visuals and be responsible for the visuals during the presentation or handouts that the group may produce. English Language Learners can also be an invaluable resource when discussing culture and heritage. Encourage them to bring in artifacts from home that represent their cultures such as pictures, things they may wear, any items passed down from generations. This is a great opportunity for them to also become the teacher and share with the rest of the class things in their culture that are important. You can take the experience one step further by listening to cultural music while working (this works as a volume control strategy too—when you can no longer hear the music, the volume is too loud), or having a snack during breaks that relates to the culture. Encourage the scholars to research a fruit or vegetable that may be popular in that country or city and you can all share a piece (I’ve done this in the past with lychee, mangoes, and plantains and the scholars loved it!).

Additional Resources

Web:

Everyone Has a Different Culture Lesson:

<http://www.peacecorps.gov/wws/lesson-plans/everyone-has-culture-everyone-different/>

“The Impact of UNESCO World Heritage Status and Indigenous Peoples’ Heritage Rights”

by Dr. Brian Daniels:

https://sites.sas.upenn.edu/globalsummerinstitute/files/daniels_-_the_impact_of_unesco_world_heritage_status_and_indigenous_peoples_rights.pptx

World Heritage around the World: The Brand and its Significance:

<https://prezi.com/vfmbhbqkj7lp/philadelphia-the-next-world-heritage-city/#>

Stereotypes in Africa

Subjects: Social Studies

Suggested Grade Levels: 3–5

Time Frame: Variable

*Jennifer Hutchison,
Germantown Friends School*

Overview

It is important that we as educators advocate a feeling of understanding and appreciating other cultures and societies. Often, we tend to judge other people's actions and ways of life by things we see in the media, movies we watch and books we read. In teaching about Africa, stereotypes and biases arise and students need to challenge preconceptions and reflect on the stereotypes they carry about Africa. This lesson is intended to open their eyes to the diversity of the African continent.

Connection to Philadelphia World Heritage Tool Kit's Goal

Philadelphia is a World Heritage City. Thousands of people from all over the world call Philadelphia home. As a global city, we must educate children to hear others with openness and humility, to challenge stereotypes and to strive to truly understand human beings and their rich cultural heritages.

Core Curriculum Standards

- CC.1.5.3.A
- CC.1.5.3.C
- CC.1.5.3.D
- CC.1.5.3.E

Objectives

To raise students' awareness about stereotypes of Africa, help students understand the importance of authorship and sourcing when learning about another culture, help students practice identifying important details, making logical inferences, and drawing informed conclusions from visual documents, and give students an appreciation for the diversity of the African continent.

Essential Question

How can stereotypes interfere with a global community?

Materials Needed

Projector for video clips and images. Links to videos included in procedure.

Procedure

Activity One, Step One: Write on the board, in capital letters, the following statements:

- GIRLS ARE BETTER READERS AND WRITERS THAN BOYS.
- GIRLS ARE CLEANER THAN BOYS.
- GIRLS LISTEN BETTER THAN BOYS.
- GIRLS ARE FUN TO BE AROUND.
- BOYS ARE BETTER AT MATH THAN GIRLS.
- BOYS CAN RUN FASTER THAN GIRLS.
- BOYS ARE TALLER THAN GIRLS.
- BOYS ARE FUN TO BE AROUND.

Discuss these statements as a class. Ask the students if they think they are fair statements. Ask them if they think they are always true. Point out examples that show that each statement has exceptions.

Step Two: Define stereotypes: Statements about a group of people that are unfair and don't tell the whole truth.

Step Three: "Let's see how fair you think these statements are about someone growing up in Philadelphia." Share some one-sided statements about Philadelphia. For example, "Everyone in Philadelphia lives in a two bedroom apartment with no yard. "Everyone in Philadelphia likes to eat pretzels." "Everyone in Philadelphia walks to school." "Everyone in Philadelphia has red hair and glasses." "Everyone in Philadelphia wears Nike shoes everyday."

Discuss how harmful it can be to talk about an entire group of people by using one person's point of view. Emphasize how unfair it would be if somebody learned about Philadelphia from these statements/pictures alone. "How can we learn about other places in the world; places that we may never see in person?"

Step Four: "What do you think we would see if we went to Africa?" Allow response from students and record on board. Refer back to "Philadelphia" discussion to prompt ideas for discussion.

Step Five: Look back at list of Africa and ask, "Do you think that's true about everybody in Africa?"

Step Six: Look at a variety of photographs/images and choose which ones we think could be from the continent of Africa. Every time an image comes on the screen, decide whether you think that image could or could not be from Africa. On a piece of paper, check "yes" if you think the image is from Africa and "no" if you think it is not. Try to write two or three words explaining why you said yes or no.

Why do you think so many of us said "no" when I asked if the image was from Africa? Where have you gotten your previous information about the continent of Africa?

Step Seven: Review the definition of stereotype in more detail. A stereotype is an idea or set of ideas that someone may have about a whole group of people (sometimes defined by their culture, skin color, age, features, etc.). These ideas rarely apply to all, most, or even some of the people of that group.

Step Eight: Brainstorm a list of places where students may have gotten their information. Encourage them to think of resources other than books, such as movies, posters, TV shows, etc. Include personal experiences, like visiting an African country or meeting someone from Africa. Record the list on the board or create a chart.

Step Nine: A lot of what you had both said and written earlier were stereotypes of Africa. If you look at the list we have made, you'll see that the different information we have received may or may not have been accurate. This is not bad because the first step to really learning about something new is to challenge the things we think are true. Where do we get these African stereotypes?

The following are possible answers:

- News media covers Africa only during crisis. Reporters often have no background in Africa. This is called parachute journalism.
- Entertainment media perpetuates negative images of helpless primitives, happy-go-lucky buffoons or violence and sickness.
- Books and media show Africa as nature and animals and very few humans.
- Safari Industry promotes an orientation to animals and exploitation of non-representative African cultures—like the Maasai.
- Theme parks in US that feature an African (nature and animals) theme.
- U.S Textbooks covering Africa often provide inadequate coverage and feature pictures of animals and exotica.

Activity Two, Step One: View video clip from *The Lion King* – “I Just Can’t Wait to be King”

- <https://www.youtube.com/watch?v=ywjX6AF6oVc>

Discussion: What can you learn about the continent of Africa from this clip? Do you think this any of this information is incorrect? Can you identify any stereotypes?

Note: Most actual Africans don't come any closer to wildlife than Westerners do. Millions of people on the continent have left their rural homelands for cities, where the only place to see wild animals is at the zoo; out on the countryside, meanwhile, poaching and environmental hazards have dramatically reduced the population of lions, elephants, and other wildlife.

Step Two: View YouTube video clip: Africa is not a country': Students' photo campaign breaks down stereotypes

- <http://www.cnn.com/2014/02/07/world/africa/africa-is-not-a-country-campaign/>

Discussion: How has your thinking changed after watching this video?

Additional Activity: Looking for Biases and Stereotypes about Africa

- | | |
|--|--|
| <ul style="list-style-type: none">▪ Stop Word▪ Jungle▪ Tribe▪ Backward / Primitive▪ Bush▪ Savage / Native▪ Witch Doctor▪ Native Costume▪ Pagan▪ Juju / Superstition | <ul style="list-style-type: none">▪ Substitute Word▪ Rain Forest▪ People / Ethnic Group▪ Traditional▪ Savannah▪ African / Kenyan / etc.▪ Herbalist▪ National Dress▪ Traditional Religion▪ Faith |
|--|--|

Originally developed and copyrighted in 1981 by Merry M. Merryfield, this is an updated version developed for the 1995 course, "Teaching about Africans and African Perspectives."

Outcome/Assessment

Students will recognize and challenge preconceived notions of Africa, identify the origins of their stereotypes/ preconceived notions, recognize the similarities and differences between their culture and community and other cultures and communities, and understand that representations made by the media are not always accurate.

Additional Resources

Web:

The Africa They Never Show You: <https://www.youtube.com/watch?v=yLda2HvVHY0>

Print:

Africa Is Not A Country, Margy Burns Knight & Anne Sibley O'Brien. ISBN-13: 978-0761316473

Philadelphia Meets the World

Subjects: Social Studies, ELA

Suggested Grade Levels: 4–6

Time Frame: 4–5 classes

*Gina Piccioni,
Sacred Heart School*

Overview

In this lesson, students will identify and explore (in person or virtually) places of natural and/or cultural importance in the Philadelphia area. Then they will compare this place to a place of natural and/or cultural importance in a different part of the world.

Connection to Philadelphia World Heritage Tool Kit's Goal

Students will be able to discover and research sites of natural and/or cultural significance throughout the world and then compare those places with Philadelphia. In finding similarities with places across the globe, students are able to learn about and relate to other cultures.

Core Curriculum Standards

- CC.1.2.4.D: Compare and contrast an event or topic told from two different points of view.
 - E04.B-C.2.1.1
- CC.1.2.4.G: Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.
 - E04.B-C.3.1.3
- CC.1.2.4.I: Integrate information from two texts on the same topic to demonstrate understanding of that topic.
 - E04.B-C.3.1.2
- CC.1.2.4.L: Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently
- CC.1.4.4.A: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
- CC.1.4.4.B: Identify and introduce the topic clearly.
 - E04.C.1.2.1, E04.E.1.1.1
- CC.1.4.4.C: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
 - E04C.1.2.2, E04E.1.1.2
- CC.1.4.4.D: Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
 - E04.C.1.2.1, E04.C.1.2.3, E04.C.1.2.5, E04.E.1.1.1, E04.E.1.1.3, E04.E.1.1.5
- CC.1.4.4.F: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
 - E04.D.1.1.1, E04.D.1.1.2, E04.D.1.1.3, E04.D.1.1.4, E04.D.1.1.5, E04.D.1.1.6, E04.D.1.1.7, E04.D.1.1.8, E04.D.1.2.1, E04.D.1.2.2, E04.D.1.2.3, E04.D.1.2.4

- CC.1.4.4.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
 - E04.E.1.1.1, E04.E.1.1.2, E04.E.1.1.3, E04.E.1.1.4, E04.E.1.1.5
- CC.1.4.4.U: With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- CC.1.4.4.V: Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- CC.1.4.4.W: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- CC.1.4.4.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- CC.1.5.4.B: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- CC.1.5.4.D: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
- CC.1.5.4.F: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- CC.1.5.4.G: Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.

Archdiocese of Philadelphia Grade 4 Social Studies Standards

- Unit 4 Objectives:
 - Identify the role Pennsylvania played during each of the listed historic periods.
 - Identify prominent Pennsylvanians during these historic periods.
 - Identify Pennsylvania landmarks (landmarks listed in places and terms glossary).
- Unit 7 Objectives:
 - Locate Philadelphia on a map of Pennsylvania and compare its population with other cities.
 - Identify famous Philadelphia landmarks (landmarks listed in places and terms glossary).

Objectives

Students will be able to identify a place of natural or cultural significance in the Philadelphia area, compare and contrast a local site to one in a different part of the world, and share findings using written words and oral communication

Essential Question

How are different places alike? How are they different? What can we learn from other places and cultures?

Materials Needed

Books about Philadelphia and other regions of the world, internet and computer access (links provided in additional resources), print handouts, and presentation supplies based on student's/partner's/group's plan for sharing with the class.

Procedure

Step 1: Ask students to think of a place that is important to them. Why is it important to them? What are some places in the Philadelphia area that are important? What makes them important?

Step 2: After discussing as a class, have students work with a partner or independently to identify a place in the Philadelphia area that is important. Students should fill out Worksheet A to organize their thoughts. Students should then pick a place from outside of the Philadelphia area to research. Use Worksheet B to organize thoughts. (See attached handouts for Worksheet A and Worksheet B).

Places may be chosen from the World Heritage Sites or based on a region or event, depending on what is being covered at the time. For instance, if students are learning about the Civil War, locations where specific battles took place or stops on the Underground Railroad may be given as choices.

If picking specific places is difficult for students, the teacher may put places of significance from the Philadelphia area in a hat and places of significance from around the world in a different hat from which students pick.

Step 3: Students will then fill out a Venn Diagram in order to compare and contrast the two locations.

- Venn Diagram: <http://www.readwritethink.org/files/resources/printouts/Venn2Circles.pdf>

Step 4: After determining similarities and differences, students will compile their information in a one to five paragraph essay.

- Compare and contrast essay rubric:
http://www.readwritethink.org/files/resources/lesson_images/lesson275/compon_rubric.pdf

Step 5: Students will then be given time to present their findings with the class. As students/partners/groups present, the rest of the class will complete a TAGS form (see attached handouts).

Outcome/Assessment

Students will present their findings using visual aids that may include, but are not limited to: poster, PowerPoint, Prezi, play, diagram, and models.

- Oral presentation rubric:
http://www.readwritethink.org/files/resources/lesson_images/lesson416/OralRubric.pdf

Special Education and English Language Learners Accommodations

Students may work in groups with varying levels and abilities. For English Language Learners, it may be beneficial for students to pick a location from their country (if they have moved from a different country). Students may also use pictures and work in groups with those familiar with the language presented.

Places and Terms Glossary

Philadelphia Landmarks:

1. **Academy of Music** – located at Broad and Locust Streets; modeled after Milan’s La Scala Opera House; has served as home to the Philadelphia Orchestra and the Opera Company of Philadelphia
2. **Academy of Natural Science** – the first museum of natural history in the United States
3. **Boat House Row** – consists of houses of rowing clubs along the Schuylkill River
4. **Carpenters’ Hall** – in Old Philadelphia; the site of the First Continental Congress
5. **Cathedral Basilica of Ss. Peter and Paul** – built between 1846 and 1864 in the Italian Renaissance style; the seat of the Archdiocese of Philadelphia
6. **Christ Church** – the Anglican church founded in 1865; an Episcopal church
7. **City Hall** – the largest city hall in the United States; the tallest masonry building in the world; atop City Hall is a statue of William Penn
8. **Elfreth’s Alley** – the oldest continuously occupied residential street in the United States; dates back to 1702; located between Front and 2nd Streets and Arch and Race Streets
9. **Fairmount Park** – one of the largest city parks in the world; contains both historic and cultural sites; the site of the 1876 Centennial Exposition
10. **Franklin Court** – located in Old Philadelphia; the archeological site of Benjamin Franklin’s home
11. **Franklin Institute Science Museum and Planetarium** – founded in 1824 to honor Benjamin Franklin; contains many hands-on exhibits and an Omniverse theater
12. **Independence National Historical Park** – located in Old Philadelphia; the site of the properties associated with the American Revolution: Independence Hall, Congress Hall, and the Liberty Bell
13. **Old St. Joseph’s Church** – founded by the Jesuits in 1733; the first Catholic church in Pennsylvania 35
14. **Penn’s Landing** – located along the Delaware Riverfront; 37-acre park with its historic, entertainment, and nautical festivities at the eastern edge of Society Hill
15. **Philadelphia Museum of Art** – modeled on the Parthenon of ancient Greece; 200 galleries include more than 300,000 works of art
16. **Philadelphia Zoo** – established in 1874; first zoo in the United States
17. **Rittenhouse Square** – located between 18th and 19th Streets and Walnut and Locust Streets; an elegant city park; site of frequent art festivals; one of the five squares included in the original design of Philadelphia by William Penn
18. **Rodin Museum** – holds the largest collection of Auguste Rodin’s sculpture and art work outside of France; The Thinker is one of the most famous sculptures.
19. **Shrine of St. John Neumann** – the burial site of St. John Neumann in St. Peter Church at Fifth and Girard in Philadelphia
20. **Society Hill** – Old City area that contains federal-style brick houses and quaint streets first settled by wealthy Anglicans and then by the Society of Traders, a group of business investors who moved into the area on William Penn’s advice
21. **United States Mint** – in Old Philadelphia; the first mint of the United States; opened in 1792; the largest mint in the world

Pennsylvania Landmarks:

22. **Daniel Boone Homestead** – located in Reading near the frontiersman’s birthplace
23. **Brandywine Battlefield** – in West Chester; a site of a British victory in the American Revolution in 1777
24. **Drake Well Museum** – in Titusville, the site of the world’s first successful oil well (1859)
25. **Flagship Niagara** – a reconstruction of Admiral Oliver Hazard Perry’s War of 1812 ship; it serves as the flagship of Pennsylvania.
26. **Gettysburg National Park** – in Gettysburg, is the site of a decisive battle during the Civil War in 1863
27. **Independence Hall** – originally called the Pennsylvania State House; it is located at Sixth and Chestnut Streets in Philadelphia. It is the site where both the Declaration of Independence and the Constitution of the United States were written and adopted.
28. **Pennsbury Manor** – in Tully town, the site of the country home of William Penn
29. **Shrine of St. Katharine Drexel** – in Bensalem, is the burial site of St. Katharine Drexel and the Motherhouse of the Sisters of the Blessed Sacrament.
30. **Shrine of Our Lady of Czestochowa** – in Doylestown, is a Polish shrine to the Blessed Mother.
31. **Valley Forge National Park** – in Valley Forge, is the site of the winter encampment (1777-1778) of George Washington’s troops during the American Revolution.
32. **Washington Crossing Historic Park** – in Bucks County, is the site of George Washington’s crossing of the Delaware River to attack the Hessians at Trenton (1776). (Hessians were German soldiers hired by the British to fight in the American Revolution.)
33. **Wheatland** – in Lancaster, is the site of President James Buchanan’s home.

Additional Resources

Web:

Natural Places in the Philadelphia Area:

<http://www.donnalong.com/basic-information-on-philadelphia-nature/natural-places-philadelphia/>

Historic Places of Philadelphia:

<http://www.theguardian.com/travel/2013/sep/21/top-10-historic-spots-philadelphia-us>

Historic and Cultural Attractions of Philadelphia:

<http://www.phila.gov/ParksandRecreation/placestogo/Pages/historicculturalattractions.aspx#page=1>

UNESCO World Heritage Sites: <http://whc.unesco.org/en/list/>



Worksheet A: Philadelphia

Name _____

Date: _____

1. Location/Site: _____

2. Why did you choose this site?

3. Why is this site important to Philadelphia? (Historical, natural, cultural?)

4. What happened or continues to happen here?

5. Have you been to this place before? If so, what was it like? If not, what types of questions do you have about it?



Worksheet B: Traveling Around the World

Name _____

Date: _____

1. Location/Site: _____

Country: _____

2. Why did you choose this site?

3. Why is this site important to the country or region it is located in? Why is this site important to the world? (Historical, natural, cultural?)

4. What happened or continues to happen here?

5. Have you been to this place before? If so, what was it like? If not, what types of questions do you have about it?

Name _____

Date: _____

TAGS

Listen while your peers present. Fill out TAGS for each person or group presenting.

- Tell something about the presentation that you liked.
- Ask a question about the presentation.
- Give a suggestion to the presenter about how they presented or the information they are presenting.
- Summarize the presentation in one sentence.

Presenter/Group Name: _____

T _____

A _____

G _____

S _____

Presenter/Group Name: _____

T _____

A _____

G _____

S _____

Presenter/Group Name: _____

T _____

A _____

G _____

S _____

Rice Celebration

Subjects: Literacy, Social Studies

Suggested Grade Levels: 3–5

Time Frame: Variable

Tia Larese,

Penn Alexander School

Overview

Almost everyone eats rice in some form or another. This lesson uses rice as a means to explore global heritage, focusing on the similarities and differences between the children of Philadelphia classrooms to children in the country of Bangladesh, the fourth largest rice producer in the world. Using literature, writing, technology, research, and food, this lesson aims to explore everyday life around the world.

Connection to Philadelphia World Heritage Tool Kit’s Goal

This lesson’s themes resonates with the Tool Kit’s goals of understanding global regions through exploring culture, economy, environment, and social heritage.

Core Curriculum Standards

- ELA – Explain events, procedures, ideas or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- ELA – Refer to details and examples in a text when explaining what the text says explicitly and then drawing inferences from the text.
- National Social Studies Standards: Through experience, observation, and reflection, students will identify elements of culture as well as similarities and differences among cultural groups across time and place.

Objectives

Students will be able to examine how food and other cultural practices represent different cultures in order to appreciate the diversity within our classroom. They will be able to describe and identify Philadelphia as a “City of Neighborhoods” in order to relate the importance of immigration to our city and country. Students will be able to identify the geography and location of Asia in order to analyze the affect a geographic location has on the way people live.

Essential Question

What are important elements of our culture? How are they similar and different to cultures in other places?

Materials Needed

Everybody Cooks Rice by Norah Dooley, variations of bagged rice (enough for small groups to examine), access to a SMARTboard or projector, chart paper and markers, handouts with graphic organizers (Teacher-made)

Procedure

Lesson One (*Everybody Cooks Rice*):

Hook: Begin with a vote, “How many students like to eat rice?” Next, have students share with a partner what types of food they eat with rice. Students may share out or share what their partner talked about. Explain that people all over the world enjoy eating rice. The theme of the book “*Everybody Cooks Rice*” is that people, even though they have differences, can be similar in many ways.

Mini-Lesson: Read the story *Everybody Cooks Rice* by Norah Dooley. Be sure to stop and check for student understanding. While you read, students should be listening for 1) the different countries that the families come from and 2) the types of rice dishes that the families enjoy.

Activity: Upon completion of the story, students may write 1) about their favorite rice dish and/or write about a dish that was described in the story, 2) talk about the cultures discussed in the story, and 3) brainstorm questions they have about rice and where it comes from.

Closing: Using a SMARTboard or chart paper, the teacher should collect ideas about what the students already know about rice and what questions they have about rice and where it comes from.

Homework: With a family member, students will prepare a recipe at home with their favorite rice dish. This recipe should be written or typed and will be included in a class recipe book. Also, each family should prepare to cook the rice dish for a rice celebration. Information should be sent home in advance to give families enough time to prepare and collect ingredients, as well as make time to volunteer.

Lesson Two (Inquiry of Rice):

Hook: Ask the students “Where is rice from? Gather ideas and chart responses. Using students’ responses as a springboard, the teacher should share information about where rice is from and how it goes from field to table.

Mini-lesson: Use the online resources to have students observe the rice growth process

- Time lapse: <https://www.youtube.com/watch?v=tbUVNBSwyLQ>
- How rice is harvested in a traditional method: https://www.youtube.com/watch?v=dT6gjb48_NO
- How rice is harvested in California: <http://calrice.org/industry/how-rice-grows>

While students are watching, they should post-it new things that they learn that can be collected after.

Activity: Students should compare and contrast modern vs. traditional rice harvesting. They may use a t-chart, Venn diagram, or develop two timelines of the process using images from each step.

Closing: The teacher will collect post-it notes and also ask students what other questions they have about rice.

Lesson Three (Bangladesh):

Hook: Using National Geographic, use the Bangladesh slideshow to show images from everyday life. Ask students what they notice about the people and the geography from the pictures.

Mini-lesson: Using the following resources, explore what life is like in the country of Bangladesh, including the struggles that children face everyday.

- National Geographic: Bangladesh in Pictures:
<http://ngm.nationalgeographic.com/2011/05/bangladesh/bendiksen-photography>
- UNICEF Swimming Lessons in Bangladesh:
http://www.unicef.org/infobycountry/bangladesh_70629.html

Activity: With a partner, students should read about “floating schools” and the problem-solving idea that helped students learn despite flooding. As the students read the text, they should circle a word, phrase, and sentence that stood out to them as being important.

- New York Times: “Floating Schools Bring Classrooms to Stranded Students”:
<http://www.nytimes.com/2013/07/01/world/asia/floating-schools-in-bangladesh.html? r=1>

Closing: An oral sharing of what each student highlighted in the text and an open discussion to talk about it.

Lesson Four (Celebration):

Invite families into the classroom to share rice dishes from around the world. Be sure to write down ingredients and possible allergens. After the tasting, have students write a response about their favorite dishes and where they are from. Recipes may be collected and added together in a classroom book from around the world! Eat and enjoy!

Outcome/Assessment

There are a number of culminating projects that can be developed over the course of the four lessons.

1. The recipe for the classroom book can also be developed during writing workshop as a how-to story.
2. After watching the video about UNICEF’s swimming lessons in flood-prone areas, students may be motivated to organize a fundraiser to support the program.
3. Students could create a book or comic strip about how rice gets from plant to table.
4. Students can research and present about different cultures.
5. Artistic ventures have flair, as students could use poetry and art to develop commentary about Bengali culture and way of life.
6. Also, students’ classwork and group work is a formative assessment, checking for student understanding along the way.

Special Education and English Language Learners Accommodations

The teacher can develop a glossary of important words, with pictures, to help students access the vocabulary. Students should work collaboratively in groups with varying abilities, so that students can use each other as a resource. Utilize graphic organizers to help students access the information and produce work

Additional Resources

Web:

Moder Patshala (Bengali Community Organization), Philadelphia: <http://moderpatshala.org/index.php>

Middle School Level

6th - 8th Grade

What Makes a World Heritage City? Connecting Philadelphia with Mexico, and other Countries in Central America and the Caribbean

Subjects: English as a Second Language (ESOL)

Suggested Grade Levels: 5–12

Time Frame: Variable

*Donna Sharer,
School District of Philadelphia*

Overview

The School District of Philadelphia has about 13,000 students who are English Language Learners (ELLs). The majorities are from Mexico, other Central American countries and the Caribbean. The lessons introduce “Entering,” “Beginning,” and “Developing” ELLs to World Heritage Cities, with a focus on Philadelphia, Pennsylvania, and World Heritage Cities and sites in Mexico and other countries in Central America and the Caribbean.

Connection to Philadelphia World Heritage Tool Kit’s Goal

Students will become familiar with what qualifies Philadelphia to be a World Heritage City. Students will examine the World Heritage City criteria and select another city to compare/contrast with Philadelphia.

Core Curriculum Standards

- CCSS.ELA-LITERACY .RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- CCSS.ELA-LITERACY .RI.8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- CCSS.ELA-LITERACY.W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CCSS.ELA-LITERACY .RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Objectives

Students will be able to evaluate whether or not a city meets World Heritage Site/City criteria, support a position using evidence based on World Heritage Site/City criteria, and compare or contrast two cities based on World Heritage Site/City criteria. Students will also be able to define heritage, nature/natural, culture/cultural, criteria (criterion), define World Heritage Site/City criteria, and sequence evidence using first, second, third, and last/fourth.

Essential Question

What is heritage? What makes a city’s heritage unique and significant?

Materials Needed

Online sources (links provided in procedure) and print handouts. Print handouts consist of the Key Vocabulary List (Handout Page 1), World Heritage Criteria (Handout Page 2), World Heritage Cities in the Americas (Handout Page 3), and Newspaper articles (Handout Page 4).

Procedure

Build on Prior Knowledge: Options:

- Show students an image of Independence Hall, the Liberty Bell, or something else related to Philadelphia's unique heritage. Ask students if they know why the building, bell, or other item is important.
- Show students the video clip on World Heritage Sites. Ask students what they see? (buildings, nature, etc.)
 - <https://www.youtube.com/watch?v=HUWY-yLUCg> (5 minutes)
 - https://www.youtube.com/watch?v=M70vcGy9_w4 (1.4 minutes)
- Mexico's World Heritage sites (35 seconds) <https://www.youtube.com/watch?v=wmDjWw8cOuM>
- Show students the video clip (advertisement) on Mexico's World Heritage sites (video link provided in additional resources). Ask students what makes Mexico important? Do they know if Philadelphia has museums? Important buildings? Archeological sites?

Introduce the Lesson: There are 3 levels for the lesson (Level 1–Entering, Level 2–Emerging, Level 3–Developing) based on WIDA level of student's proficiency in English. Share with all students that Philadelphia is going to be a World Heritage City. What does this mean for Philadelphia? In order to be a World Heritage City, a city must meet at least one of the 10 criteria. Six of the criteria are cultural and four are natural. Philadelphia meets many of the cultural criteria.

Introduce Key Vocabulary: Tell students we are going to learn why Philadelphia is becoming a World Heritage City. Distribute “World Heritage Cities” (page 1). Introduce the key vocabulary with definitions and images.

Entering and Emerging students: Besides the images, students may find translating the key terms into their first language helpful (heritage, culture/cultural, nature/natural, criteria/criterion). It may also be helpful to have already introduced nouns (singular and plural) and adjectives.

Model: Distribute pages 2–3 with the criteria. Use the images with each criterion to assist students in understanding the criteria.

Emerging and Developing students should understand the simplified explanations.

Questions to ask:

1. What do you think the text is about?
2. Who is this text written for?
3. What is the author's purpose? (help us understand the criteria)
4. What is the text structure? (description)
5. How do the visuals (charts, pictures) help you understand the topic of the text?

Model 1 and 3 with the Philadelphia examples. Explain why Philadelphia meets the criteria.

Students may need support with additional vocabulary before using the criteria chart:

Before using the chart, determine which vocabulary students will need to understand to comprehend the text. NOT ALL TIER 2 and 3 academic/disciplinary words need to be explicitly taught. Select a vocabulary strategy to pre-teach the vocabulary. Possible pre-teach strategies: L1 (first language), cognates, word wall, images/illustrations, pantomime/gestures, graphic organizers, peer collaboration, morphology, etc. The Academic Word List Highlighter (link provided in additional resources) may help you determine priority academic words.

SELECT possible vocabulary to consider for pre-teaching without giving away the text. Tier level is flexible and may vary by student. Some Tier 2 terms are defined in the text or there are synonyms. Most Tier 3 terms are defined in the text. Please add (or subtract) terms from the lists.

Tier 1: Tier 1 words are words that ELLs typically know the concept of in their primary language, but not the label in English. (e.g. baby, walk, happy, uncle) Idioms and everyday expressions are also Tier 1.

- Made
- People (humans)
- Art
- Animals
- Save
- Books
- Land
- Build (built)
- Brain
- Beauty
- Important/importance
- Plants
- Help
- Past (present)
- Sea (ocean)

Tier 2: Tier 2 words are more complex. They are (a) important and useful to understanding the text (e.g. character, plot, analyze, summarize, predict, etc.), (b) words with connections to other words (e.g. between, among, combine, estimate), and (c) words students understand the general concept but need greater precision and specificity in describing a concept/person (e.g. table of contents, math table, shy, ashamed, stubborn, coincidence, fortunate).

- Creative (create)
- Historical (history)
- Buildings (build)
- Values
- Science
- Tradition
- Masterpiece
- Landscape
- Exchange
- Nature, natural
- Culture

Tier 3: Tier 3 words are low-frequency words that are mostly specific to a content area of domain. (e.g. amoeba, isotope, mitosis, denominator, product, imperialism, dictatorship, command economy, etc.)

- U.S. Declaration of Independence
- U.S. Bill of Rights
- Conservation (conserve)
- Civilization
- U.S. Constitution
- Religious Freedom
- Environment

Small Groups: Divide the class into small groups. Give each group one criteria (other than 1 and 3) to read and define. After the group is clear about the criteria, have students explain the criteria to the other students in class. Have students consider if Philadelphia meets other criteria. (Students may or may not know.) The teacher may assist students after referring to the PDF *The Case for Philadelphia as a World Heritage City*.

- <https://globalphiladelphia.org/sites/globalphiladelphia.org/files/PWHC-2014-12.pdf>

Entering students: Answer the questions on the criteria chart. The other city the student may select as a World Heritage City, may be their home city. Have students think about natural and cultural sites in their city. Use the chart with information on selected cities.

Emerging and Developing students: Each team should select another city in Mexico, Central America or the Caribbean to understand how it meets the criteria. (See *World Heritage Cities in the Americas*, Handout 3)

Students may benefit from viewing portions of the *Stories of World Heritage* website before working in small groups.

- *Stories of World Heritage:* <http://worldheritage.si.edu/en/index.html>

Use the following websites to identify other world heritage locations:

- *World Heritage Cities Interactive Map:* <http://whc.unesco.org/en/interactive-map>
- *World Heritage Cities by Region:* http://www.ovpm.org/en/cities/by_region
- *World Heritage Cities by Country:* http://www.ovpm.org/en/cities/by_country

For example:

Region	City	Criteria
Mexico	Puebla	Religious buildings (1500s-1600's)

After researching other locations, each group should share their findings on other cities.

Additional Options for Emerging and Developing students: There are two news articles (Handout Page 4) on Philadelphia becoming a World Heritage City. The first article from *Newsworks* is appropriate for Emerging students (level 2). The second article from the *Philadelphia Inquirer* may be appropriate for Developing students (level 3). Both articles require support with vocabulary.

Before Reading: Ask students to consider the following questions:

1. What do you think the text is about?
2. Who is this text written for?
3. What is the author's purpose? (inform, argue, etc.)
4. What is the text structure? (description, cause/effect, comparison/contrast, etc.)

During Reading: Possibly use an annotation strategy to support students while they read the text. Model using the annotation marks with the first two paragraphs. Students may work with a partner as they read

Annotating a text:

- * Main Idea
- ! New Idea
- X Not Important
- ? I do not understand
- ✓ Key Ideas

After Reading: Options:

- Use the 3, 2, 1 strategy: have students list/discuss 3 things they learned, 2 things they found interesting, and 1 question they had.
- Ask students to reflect on the pre-reading questions. What is the author’s purpose? How do I know? Cite evidence from the text.
- Write Around (Silent Conversation): After reading the text, give students 2–3 minutes to respond to the question: Should Philadelphia become a World Heritage City? Why or why not? Then, have students pass their response to another group member who will then either respond to the text again or respond to what was written by another group member. After students have had a chance to respond to each of the group member’s papers, have them discuss their papers and responses.

Outcome/Assessment:

Academic Conversation: Pose the question from the reading—What issues are important to you? (Student may add why the issue is important.)

- **Think:** Ask students to look at the criteria. Does Philadelphia meet the criteria? Does _____ (another city) meet the criteria?
- **Write:** Record a list of reasons (and why) to prepare to share with a partner.
- **Pair:** With a partner, share your list of reasons (and why it is important to you.)
- **Share:** In groups of 4+ students, ask students to share their reasons. Do all of the reasons fit the criteria? Do any of the reasons conflict with the criteria?
- **Assessment:** Have students either present in small groups or to the class. (If as a class, you may create two circles: a small inner circle and a large outer circle. The group that presents sits in the inner circle. Students in the outer circle may ask questions.) Then, have students write their response.

Sample presentation:

First, we believe Philadelphia (_____) is a World Heritage City because _____
_____. Second, _____
Third, _____. Last, _____
_____.

For Emerging and Developing students, have students compare/contrast Philadelphia and another city.

Sample presentation:

First, we believe Philadelphia is a World Heritage City because _____
_____. Second, _____ . Third, _____
_____. Last, _____
_____.

Another World Heritage City is _____. First, we believe _____ is a World Heritage
City because _____. Second, _____
_____. Third, _____.
Last, _____.

The city that meets most of the criteria is _____.

Optional Assessment:

Developing students may nominate another city for World Heritage status. In particular, students whose home/birth city is not a World Heritage City should consider how the city might meet at least one of the criteria. The evidence to support their position may be from personal/family memory or searching for information about the city online.

Special Education and English Language Learners Accommodations

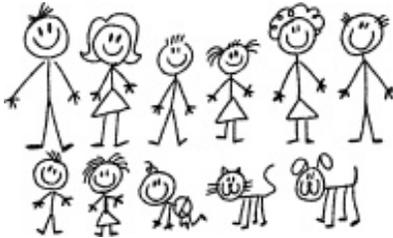
The lessons are designed for English Language Learners.

Additional Resources

Web:

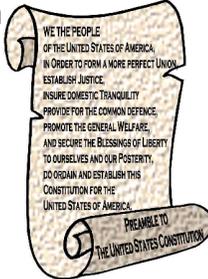
- Teacher’s slide show: <https://upenn.box.com/s/17bwwq0coucvctnb8vlla87ui3rbzplc>
- Academic word list highlighter: <http://www.nottingham.ac.uk/alzsh3/acvocab/awlhighlighter.htm>
- Vocabulary teaching strategies: <http://www.colorincolorado.org/educators/teaching/vocabulary/>
- UNESCO webpage for Puebla, Mexico: <http://whc.unesco.org/en/list/416>
- UNESCO webpage for Mexico City, Mexico: <http://whc.unesco.org/en/list/412>
- UNESCO webpage for Panama City: <http://whc.unesco.org/en/list/790>
- UNESCO webpage for Santo Domingo: <http://whc.unesco.org/en/list/526>
- UNESCO webpage for Havana: <http://whc.unesco.org/en/list/204>
- UNESCO webpage for Bridgetown: <http://whc.unesco.org/en/list/1376>

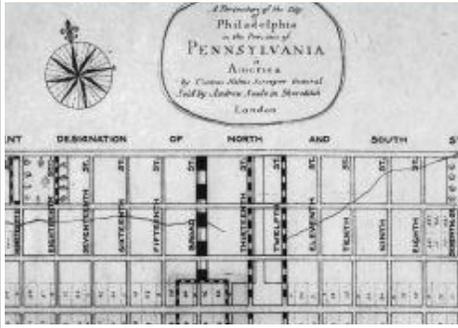
Key Vocabulary List (Handout Page 1)

<i>Vocabulary</i>	<i>Definition</i>	<i>Image</i>
<p>Heritage (noun)</p> <p>Spanish: herencia French: héritage</p>	<p>Values, beliefs, traditions, art, music, food passed down from grandparents to to parents to children. Passed down in a family or groups.</p>	
<p>Culture (noun)</p> <p>Spanish: cultura French: culture</p>	<p>Art, ideas, beliefs, sports, behaviors, music, food, art, clothes, laws, language, work, ritual (something done the same way many times) of a group of people.</p>	
<p>Nature (noun), Natural (adjective)</p> <p>Spanish: naturaleza (n.), natural (adj.) French: nature (n.), naturelle (adj.)</p>	<p>Everything in the world that is not made by humans. Examples include plants, animals, rivers, weather, and many more.</p>	
<p>Criteria (noun, pl.), Criterion (noun, sing.)</p> <p>Spanish: criterio (pl.), criterios (sing). French: critères (pl.), critère (sing.)</p>	<p>A fact or a list used to judge something or make a decision about something.</p>	



World Heritage Criteria (Handout Page 2)

Criteria	Philadelphia	Yes or No?	City	Yes or No?
<p>Creative Masterpiece:</p>  <p>Represent a masterpiece of human creative genius.</p> <p>Something great made by humans. People use their brains. (Culture)</p>	<p>U.S. Declaration of Independence, U.S. Consitution, Bill of Rights & Religious Freedom</p>  			
<p>Natural Beauty:</p>  <p>Contain superlative natural phenomena or exceptional beauty.</p> <p>Things in nature are beautiful. (Nature)</p>				
<p>Historical Landscapes:</p>  <p>Be an outstanding example of a type of building, tecnologia, or landscape which illustrates a significant stage in human history</p> <p>Buildings or land show important time in history. (Culture)</p>	<p>City F</p> 			

<p>Site of Exchange of Important Values:</p>  <p>Illustrate an important interplay of human values on architecture on architecture or technology, monumental arts, town planning, or landscape design</p> <p>Important buildings, arts, plan of the city with human values. (Culture)</p>	<p>Philadelphia is a “grid” city and uses town planning</p> 			
<p>Conservation Importance:</p>  <p>Contains the most important natural habitats for on-site conservation of biological diversity, including those with threatened species, which are scientifically vulnerable</p> <p>Saves nature, animals, and plants. Nature, animals, and plants in the place are very important for science. (Nature)</p>				
<p>Ecological or Biological Significance:</p>  <p>Be an outstanding example of on-going ecological and biological processes in the evolution of various plant and animal ecosystems</p> <p>Save different plants and animals. Help the environment. (Nature)</p>				

<p>Cultural or Artistic Significance:</p>  <p>Be associated with events or living traditions, ideas, and beliefs, or with artistic and literary works of outstanding significance.</p> <p>Important art and books. (Culture)</p>				
<p>Example of Traditional Cultures:</p>  <p>Be an example of traditional human settlement, land-use, or sea-use, which is representative of a culture or human interaction with the environment.</p> <p>Where humans lived in the past, used the land or sea (ocean), and build their culture. (Nature)</p>				
<p>Historical Significance:</p>  <p>Be an outstanding example of a major stage of Earth's History</p> <p>Important time in history. (Culture)</p>				
<p>Remnant of Ancient Civilization:</p>  <p>Be a unique marker of a cultural tradition or civilization</p> <p>Special example of a past tradition or civilization (a group/nation). (Culture)</p>				

Questions:

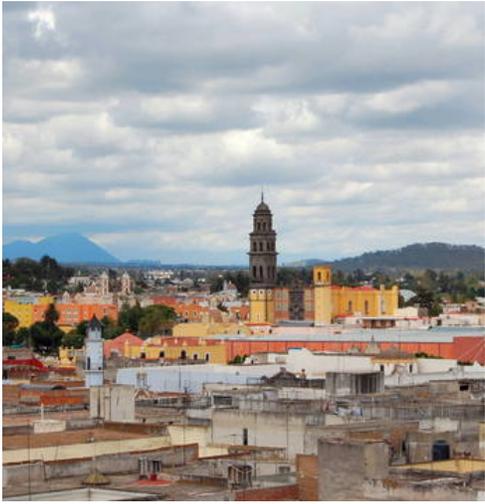
1. Should Philadelphia be a World Heritage City? Why or why not? (Nature? Culture?)

2. Philadelphia (should) (should not) become a World Heritage City because _____

3. What other city should be a World Heritage City? Why or why not? (Nature? Culture?)

4. _____ should be a World Heritage City because _____

World Heritage Cities in the Americas (Handout Page 3)

Country	City	Criteria
Mexico	<p>Puebla</p> 	<ul style="list-style-type: none"> ■ Historical Landscape (Religious buildings (1500s – 1600s cathedral and buildings) ■ Site of Exchange of Importance (street pattern) ■ Historical significance (events helping create independent Mexico from Spain; 1910 Mexican Revolution)
Mexico	<p>Mexico City / Tenochtitlan</p> 	<ul style="list-style-type: none"> ■ Site of exchange of important values (arts and architecture) ■ Remnant of ancient civilization ■ Example of Traditional Cultures (Aztec Temples and gardens) ■ Historical Landscape (street and city plan; government and religious buildings influenced by Spain)
Panama	<p>Panama City</p> 	<ul style="list-style-type: none"> ■ Historical Landscape (French, Spanish and early American buildings) ■ Site of Exchange of Importance (street pattern) ■ Historical significance (tried to start a many nation Central / South American congress in 1826)

<p>Dominican Republic</p>	<p>Santo Domingo</p> 	<ul style="list-style-type: none"> ■ Site exchange of important values and Historical Landscape (street grid; city gardens; fort, towers and gates) ■ Cultural or Artistic Significance (First Catholic Church Cathedral built in the Americas)
<p>Cuba</p>	<p>Havana</p> 	<ul style="list-style-type: none"> ■ Example of Traditional Culture (city is built along the sea / ocean) ■ Historical Landscape (many fortress; important port for shipping gold and silver from Mexico and Peru to Europe)
<p>Barbados</p>	<p>Bridgetown</p> 	<ul style="list-style-type: none"> ■ Site of exchange of important values (English colony; ideas on trade, science, culture and technology; mix of European and African culture) ■ Historical Landscape (fort, port, brick buildings, warehouses and docks; same city as 200 year ago)

Newspaper Articles (Handout Page 4)

Mayor Nutter's Push to Make Philadelphia a World Heritage City Newsworks, NBC Philadelphia, July 13, 2015

The city of Philadelphia is moving closer to claiming its place as an international landmark. Mayor Michael Nutter, who recently traveled to Mexico, said he has returned with valuable support toward his goal of establishing Philadelphia as a World Heritage City.

“Mexico City Mayor Mancera, while we were meeting with him this issue came up,” Nutter said. “He charged his staff with getting as much detailed information as possible. He wanted to weigh in in support of our application to be a World Heritage City.”

With the global designation as a historic city that's made a notable impact on the world, Philadelphia could attract more tourists to town.

The city has applied to join the 250 other designated cities around the globe. The XIII World Congress of the Organization of World Heritage Cities will take place in Peru in November when it could decide on the Philadelphia application.

The city already has been given “observer” status by the group, a way-point to full membership. With no World Heritage Cities in the United States, Nutter is optimistic that Philadelphia will blaze the trail.

The mayor says his Mexico City counterpart used a modern method to give his blessing to the effort.

“He used the most used form of communication in the universe Twitter, to express his support for Philadelphia reaching that status,” Nutter said.

Annotating a text:

- * Main Idea
- ! New Idea
- X Not Important
- ? I do not understand
- ✓ Key Ideas

Newspaper Articles *Continued* (Handout Page 4)

Officials Say Philly likely to be named USA's First World Heritage City

Tricia L. Nadoiny, *Philadelphia Inquirer*, July 11, 2015



Philadelphia is likely to become the first U.S. city designated a World Heritage City, an elite title given to about 250 municipalities worldwide, officials in Mayor Nutter's administration said Thursday. A Philadelphia delegation, including Nutter, advocated for the city's bid while on a trip to Puebla, Mexico, this week.

The designation from the Organization of World Heritage Cities (OWHC), which Philadelphia has been seeking for several years, has the potential to enhance the city's status on the world stage and boost the city as an international tourism site and business hub.

Fernando Trevino, deputy director of the Mayor's Office of Immigrant and Multicultural Affairs, said city officials believe the organization will approve Philadelphia's application at its November meeting. "We have a really good indication from their feedback that we're going to be in good position," he said. Philadelphia has been an "observing" member of the OWHC, which has headquarters in Québec City, Québec, for two years and is seeking permanent status.

The group's members are cities that have made a notable impact on the world. Each is the home of a UNESCO World Heritage site - one such site is Independence Hall.

A world heritage designation can bring in a host of benefits to a city, including increased global competitiveness, more tourism and conferences, and the attraction of grants and investments, according to city officials.

Sylvie Gallier Howard, deputy chief of staff for the city's director of commerce, said it also would open the door to business and cultural relationships with the other world heritage cities. "And then there's also just a matter of civic pride," she said. "Philadelphians, we don't celebrate our city as much as we should or could."

The November OWHC meeting will take place in Arequipa, Peru. Trevino said the OWHC board is composed of members from eight cities, including Puebla, Mexico's fourth largest city. That board will make a recommendation to the OWHC's general assembly regarding Philadelphia's request, he said. Trevino said Nutter met with the mayor of Puebla, as well as the mayor of Mexico City, while on a three-day trip that began Monday. Both mayors have since publicly expressed support for Philadelphia's bid.

Nutter said the support was one highlight of the trip to Puebla, which was meant to strengthen ties with that region of Mexico. According to the city, more than 18,000 people from the Puebla region immigrated to Philadelphia between 2008 and 2014, and members of that community have helped to grow many small businesses in the city, especially in the Italian Market area. "An additional benefit certainly to this relatively short visit was the gaining of significant international support for Philadelphia to become a World Heritage City," Nutter said. "We're very, very proud to have that support."

Annotating a text:

- * Main Idea
- ! New Idea
- X Not Important
- ? I do not understand
- ✓ Key Ideas

“Itsukushima”: Exploring Transient Cultural Heritage

Subjects: Social Studies, World Cultures

Suggested Grade Levels: 6

Time Frame: Variable

V. S. Paul,

Plymouth Meeting Friends School

Overview

Culture is the global crisscrossing of peoples in time and space. The Itsukushima Shinto Shrine in Japan (probably built originally in the 6th century CE, added on to in the 12th century CE) can be used as a model for exploring the fluidity of cultural heritage. “Living” cultural sites carry important symbolic connections even though they might be transient, changeable, and accessible to people in everyday life.

Connection to Philadelphia World Heritage Tool Kit’s Goal

This lesson explores a World Heritage Cultural site in Japan. It asks if a similar site could be found in Philadelphia.

Core Curriculum Standards

- CCSS.ELA-LITERACY.RH.6-8.4
- CCSS.ELA-LITERACY.RH.6-8.7
- CCSS.ELA-LITERACY.RI.6.1
- CCSS.ELA-LITERACY.RI.6.4
- CCSS.ELA-LITERACY.RI.6.7
- CCSS.ELA-LITERACY.SL.6.1
- CCSS.ELA-LITERACY.SL.6.1.B
- CCSS.ELA-LITERACY.SL.6.1.C
- CCSS.ELA-LITERACY.SL.6.1.D
- CCSS.ELA-LITERACY.W.6.10

Objectives

This lesson explores the Itsukushima Shinto site and possible Philadelphia sites as examples of transient, accessible and/or “living” cultural heritage. Students will enter into a discussion of the following concepts:

1. Cultural heritage can be viewed from many contexts.
2. The 12th century Itsukushima *jinja* (*jeen-jah*), or Shinto shrine, in Japan is in continual use by visitors. Its *torii* (*tor-ee*) gate was constructed in a way that it would be visually altered by the daily tides of the bay.
3. What Philadelphia site might carry some of the qualities as the Itsukushima Shinto Shrine?
4. Is a fluid or “living” World Heritage Cultural site effective? Why or why not?

Essential Question

Can important cultural sites be “living” sites; that is, transitory and accessible to all? Is culture dynamic? Why or why not? What Philadelphia site might have some of the same qualities as the Itsukushima Shrine?

Materials Needed

Globe, World Atlases with maps of Asia, Japan, Western Japan, Honshu Island, Philadelphia, and the United States; books and online resources about Japan, Itsukushima Shrine, Shintoism, Buddhism, Philadelphia; chalkboard or Smart board; pencils, pens, drawing paper, colored markers or colored pencils, writing journals

Procedure

Introduction: Students will examine various historical and cultural aspects of the Itsukushima Shinto shrine, and the island where it is located to better understand key elements of Japan's cultural heritage. Then, they will broaden their understanding of key cultural concepts by examining sites within their own city, Philadelphia. Students will study numerous vocabulary words, including culture, heritage, Shinto, Buddhism, malleable, transitory, fluidity, symbol, world heritage, ancestors, static, dynamic, torii, temizu, kami, ancient, modern, current, religion, philosophy, accessible. Students will do reading, writing, visual, mapping, experiential, and, possibly, some trip activities. The lesson's duration can be 1+ days (40-60 minute slots). Teachers can adjust the sequence of the lesson or scale content to different grades. It can be brief or in-depth. Previous exploration and discussion of World Heritage Cultural sites would be best, but it is not mandatory.

Key Questions:

1. Can important cultural sites be transitory, "living" and accessible to everyone?
2. Is culture be dynamic? Why or why not?
3. What site in Philadelphia might carry some of the qualities as the Itsukushima Shrine?
4. How do you view "culture" and "heritage"?
5. Can cultural sites be transitory, changing and/or accessible in daily life?
6. What sites in Philadelphia might have similar qualities as Itsukushima Shrine?
7. Can culture and heritage be dynamic; can it be constantly changing?

Step One: Begin with an exploration of Itsukushima, an ancient shrine in Japan. Create a mapping of heritage for Itsukushima, using maps, Power point, and timeline. This step may include these ideas and questions:

- Where is Itsukushima Shrine? What are special geographical features that surround it? How do people get there?
- Maps: Japan, Asia, Honshu Island
- Look at surrounding buildings and architecture. Think about tides.
- What is its history? Use a timeline to better understand its history.
- What was the purpose of Itsukushima? What did people get out of it?
- Draw a map of site and/or draw Itsukushima.

Step Two: There may be a more extended exploration of Itsukushima, expecting to connect the concrete to the abstract. This step may include these ideas and questions:

- Virtual Tour of Itsukushima. {Virtual tour; timeline}
- What do we know about ... (Shintoism, Japan, sacred/religious sites)?
- What is Shinto's history? (Use a timeline for context)
- What is the purpose of Itsukushima? What do people STILL get out of it? (Think about Japanese followers of Shintoism, visitors and tourists.)
- Why is it considered a World Heritage Site? What are the criteria?

Step Three: Students would then explore Changeability and Accessibility, the the Pros and Cons

- How a place maintains culture. [Take a poll]
- What is unique about Itsukushima: a changing and/or ever-accessible site?
- What are problems of Itsukushima: a changing and/or ever-accessible site?
- Do a poll. Write an opinion (writing journal) & discuss.
- If time: do an impromptu (short) debate over this question: “Should Itsukushima remain open and useable as a shrine/tourist attraction to the public?”

Step Four: East to West: The class would move from consideration of the concepts and details of the World Heritage Cultural Site of Itsukushima to considering possible Philadelphia sites

- Bring Itsukushima Shinto Site/World Heritage to Philadelphia. [Construct a site web]
- Brainstorm ideas for transient and/or accessible Philadelphia sites
- Write ideas in a web (or online tool, or board)
- Look online at some of the Philadelphia sites kids decide on
- Make a decision: decide on one Philadelphia site. [optional]
- Map it out in a similar fashion to Itsukushima site.

Step Five: There is also a possibility for extension time, going into Philadelphia and Itsukushima in further depth, and completion of any activity that gets students to extend information and essential questions can be applied.

- Build connections by conducting research or completing readings
- Create further opportunities to explore Philadelphia sites in depth
- Create further opportunities to explore Itsukushima more in depth
- Create power points, prezis, mini-debate, maps, models, and drawings; write brochures, etc.
- Host guest speaker(s)
- Take trip(s) (Art Museum, Penn Museum, Japanese Tea House—for instance)

A time for wrap-up, review, and reflection (Discussions, Activities and Writing Journals) will end the lesson, providing students with the opportunity to return to Essential Questions. Students will summarize and highlight their work, and give evaluate the lesson through their feedback.

As a final note, there may be additional extension activities such as these which may help students to internalize the lesson:

- Make a raised map, virtual map or a model
- Make a presentation connecting, comparing, and contrasting sites (poster, PowerPoint, prezi)
- Creative story, journal entry, magazine article, brochure
- Essay or Opinion Paper
- Design a Debate
- Watch a movie
- Go to Japanese Tea House or partake in Japanese living history session
- Go to a restaurant or have a Japanese meal
- Visit UPenn Museum Anthropology/Archaeology, Philadelphia Art Museum

Outcome/Assessment

Students will write in writing journals. Teachers can assess written reflections and make them as formal or informal as needed. This lesson is not designed for formal assessment. It is designed to explore the essential questions of culture and heritage. If students complete extension activities, any number of assessments can be done.

Special Education and English Language Learners Accommodations

Students may interview family members who were born in other countries, asking about memories of that given country. Students may compare/ contrast how their own feelings about being in America. In consultation with ELL teacher, other activities may be planned.

Additional Resources

Web:

Fact Monster: <http://www.factmonster.com/ipka/A0772923.html>

BBC: www.bbc.co.uk/religion/religions/shinto/

World Heritage List: <http://whc.unesco.org>

Japan Guide: <http://www.japan-guide.com/>

Japan National Tourism Organization: <https://www.jnto.go.jp/>

Lonely Planet: <https://www.lonelyplanet.com/japan/western-honshu/miyajima>

Japanese Culture Blog: <https://www.tofugu.com/>

Miss Travelosopher Blog: <http://misstravelosopher.com/visiting-a-japanese-shinto-shrine>

Google Scholar: <https://scholar.google.com/>

UNESCO YouTube: <https://www.youtube.com/user/unesco>

Coggle: <https://coggle.it/>

Simple Mind: <http://www.simpleapps.eu/simplemind/>

Wordle: <http://www.wordle.net/>

PollEverywhere: <https://www.polleverywhere.com/>

Print:

Enchantment of the World: Japan, Barbara A. Somervill. ISBN-13: 978-0531253540

DK Eyewitness Books: Buddhism, Philip Wilkinson & Peggy Moran. ISBN-13: 978-0789498335

World Religions: The Great Faiths Explored and Explained, John Bowker. ISBN-13: 978-0756617721

Just Rice and Soy Sauce? Teaching about Chinese Culture through Food

Subjects: Social Studies

Suggested Grade Levels: 5–8

Time Frame: Variable

Nancy Allison,
Media Providence Friends School

Overview

This lesson is designed to help students see a connection between food and culture. Students will get insights into areas of Chinese culture by considering the cuisines of China. When they have completed this study, students may take a trip to Philadelphia’s Chinatown and a Chinese restaurant where they can compare what they have learned about authentic Chinese foods with those Chinese foods served in the city of Philadelphia. They can also observe some of the benefits that Chinese immigrants have brought to the United States. Students may also investigate the influence of American food in China.

Connection to Philadelphia World Heritage Tool Kit’s Goal

Philadelphia has a great deal to offer students learning about various cultures. For example, Chinatown, which lays in the shadow of Independence Hall, a World Heritage Site.

Core Curriculum Standards

- Students learn where people and places are located and why they are there. They examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations.
- Students consider how people interact with the environment and some of the consequences of those interactions.
- Students explore people, places, and environments in this country and in different regions of the world.
- Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- With some guidance and support from peers and adults, students develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- Students will use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- Students will conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- Students will gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Students will draw evidence from informational texts to support analysis, reflection, and research.
- Students will present information, findings, and supporting evidence such that listeners can follow the line of reasoning, and the organization, development, and style are appropriate to task, purpose, and audience.
- Students will make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Objectives

This lesson will introduce students to the foods of China and they will see the relationship between food and other aspects of one's culture.

Essential Question

What can we learn about the complex cultural role that food plays in our daily lives?

Materials Needed

Attached PowerPoint (located in the procedure), attached articles (located at end of lesson plan)

Procedure

Introduction to Chinese Food Unit: Food plays a complex role in our daily lives. According to K. C. Chang in an article entitled "Food in Chinese Culture," "The importance of food in understanding human culture lies precisely in its infinite variability– variability that is not essential for species survival. For survival needs, people everywhere could eat the same food, to be measured only in calories, fats, carbohydrates, proteins, and vitamins. But people of different backgrounds eat very differently. The basic stuffs from which food is prepared; the ways in which it is preserved, cut up, cooked (if at all); the amount and variety at each meal; the tastes that are liked and disliked; the customs of serving food; the utensils; the beliefs about the food's properties– these all vary. The number of such 'food variables' is great."

- <http://asiasociety.org/blog/asia/food-chinese-culture?page=0,0>

In this lesson plan students will be investigating the foods that are used in the rich and diverse cuisines of China. We will be looking for connections between food (one aspect of culture) and its relationship to other aspects of Chinese culture as we move through our study. We will then consider how Chinese food became popular in the United States and make comparisons between what we learned about Chinese foods served in China and Chinese foods commonly served in Philadelphia by taking a trip to a Chinese restaurant in Chinatown. Additionally, the class might conclude our study by looking at the ways that the United States has recently affected foods eaten in China.

Step One: Ask the following questions and record answers for future reference:

1. How many of you have eaten Chinese foods?
2. Where have you gotten the food? (Prepared at home? Takeout? Sit down restaurant?)
3. How have you eaten the foods? (Chopsticks? Fork, knife, spoon? Fingers?)
4. What types of Chinese foods have you enjoyed the most?
5. What types of ingredients do you think are used in these dishes?

Step Two: Students are assigned to record the foods they eat for three days. Collect and keep these responses for later.

Step Three: Students can view the following informational video about Zhou and Shang bronze food vessels which give insights into the earlier history of food in China. Chapter 2 of this online course the "Clashing Cup" gives this information. Discuss these vessels as a way for us to have insight into early Chinese art.

- http://npm.nchc.org.tw/el_1_en.aspx

Step Four: Teacher can use the many internet resources to prepare for this unit. One excellent book is *Food Culture in China* by Jacqueline M. Newman (Greenwood Publishing Group, copyright 2004). A section of this book can be found online on Google Books.

An excerpt from *Food Culture in China*:

“The cuisine of China is widely considered to be one of the best because it meets the requirements of geo-graphic variety, inclusion of all types of foods, and a long-established and well-developed culinary tradition. The Chinese culture can be labeled a food culture for the interest and honor given to food and its rituals. *Food Culture in China* is loaded with information on the cuisine’s prominent role in Chinese culture. Students and other readers will learn about Chinese food history through the dynasties and Silk Road migrations up until today, ingredients, cooking implements and techniques, regional differences, table etiquette, cultural emphasis on food, specialty dishes for celebrations, and the role of diet and traditional Chinese medicine, among other topics. Americans typically are familiar with a narrow range of Americanized Chinese restaurants. This resource helps readers to see this ever-popular ethnic cuisine in a broader context.”

Step Five: Students form into at least eight research teams. If more groups are needed because of class size, additional groups can be assigned one of the lesser known cuisines listed below. Use the following CNN article to help with research.

- <http://travel.cnn.com/shanghai/eat/around-china-31-dishes-808639>

Eight Distinguished Regional Cuisines

- Sichuan Cuisine/Chuan Cuisine
- Shandong Cuisine/Lu Cuisine/Beijing
- Jiangsu Cuisine/Su Cuisine
- Anhui Cuisine/Hui Cuisine or Wan Cuisine
- Cantonese Cuisine/Yue Cuisine
- Fujian Cuisine/Min Cuisine
- Hunan Cuisine/Xiang Cuisine
- Zhejiang Cuisine/Zhe Cuisine

Other Chinese Regional Cuisines (if the teacher has enough students he/she can add more groups)

- Northern Food
- Mongolian Food
- Southern Minority Food
- Xinjiang Muslim Food
- Tibetan Food
- Taiwan Food

Students should present their findings with a PowerPoint. Each group should use at least five different resources to gather information for this project. Each group member should be prepared to authoritatively present the information (that does not mean read word for word what is written on the slides—know the information). The group should be able to answer any questions pertaining to its presentation. The PowerPoint presentation should be organized to include the requested information in the following manner:

1. In what geographic region would one find this cuisine? Show the region on a map.
2. Write a description of this geographic region. Include water sources, mountains, deserts, temperatures, and rainfall.
3. Write a general description of the assigned cuisine. (Is it hot and spicy, bland, lots of noodles etc.?) What foods might be used in the cuisine? (Who uses goat? Who uses lamb? Who uses chicken? Who uses seafood? Who uses pork? Who uses beef? Who uses vegetables? etc.)

4. Include the reasons that the geography affects the food available in the area. (Example: This could include factors like rice needs a wet climate in which to grow.)
5. Include any historical information the group might find on the development of its assigned cuisine.

Joe DiStefano, in reference to Cantonese Cooking:

“The Pearl River Delta area of Guangdong province, anchored by the city of Guangzhou, was the first region sanctioned by the Qing Dynasty imperial court to be opened for trade with the outside world in the 18th century. As foreign merchants arrived in the region, they established trading posts and brought along with them not only their merchandise, but their culinary customs as well. Thus Guangdong cooking became the first truly cosmopolitan cuisine of China. And as Guangdong residents were among the first in China to immigrate to America, their food has cemented itself as the default Chinese cooking in the States.”

6. Show pictures of eight examples of dishes that are prepared in the group’s assigned cuisine type. Include a general list of the ingredients of each dish.
7. Include the way/ways that the cuisine might usually be prepared or cooked. (For example: Are the ingredients cut into tiny pieces? Is a wok used for cooking?)
8. Include any information on the reasons that the food is prepared or cooked in the way that it is...such as a wok is often used because it requires less fuel than other methods.)
9. When is this cuisine eaten? (Everyday type of food or celebratory type of food?)
10. Is there a special order certain foods are served? Is there any way that the food is served that should be noted?
11. How is the cuisine eaten? (chopsticks, utensils, fingers)
12. What beverages are served with this cuisine?
13. Is cuisine affected by any religious ideas? If so, how?

Step Six: When research is completed and presentations have been prepared, begin class presentations as time allows. As students listen to each group presentation two students should be assigned to take notes on a poster size chart titled, “*Notes on the Eight Chinese Cuisines Presentations*” (See spreadsheet). Change student notetakers for each presentation or teacher may decide that each student should take individual notes.

Step Seven: After presentations have been given to the class, discuss the findings together. Compare what students recorded about their diets earlier to what they have learned about Chinese foods. A couple of major concepts should be noted:

- Chinese food uses few dairy products
- Chinese are adaptable with what is available adding or taking away from a dish based on affluence or lack of ingredients.
- Regional cuisine is based on what is available due to the geography.
- Food is preserved by smoking, salting, sugaring, steeping, pickling, drying, soaking in many kinds of soy sauces, and so forth, and the whole range of foodstuffs is involved - grains, meat, fruit, eggs, vegetables, and everything else. Again, with preserved food, the Chinese people were ever ready in the event of hardship or scarcity.
 - <http://asiasociety.org/blog/asia/food-chinese-culture?page=0,0>
- The north and south rice and wheat divide (show on map on attached PowerPoint)

Kandice Hauf, “Using Food to Teach About Chinese Culture”

North-south geographical differences exist. As early as the Neolithic period, the first major northern crop was millet, then wheat was introduced from western Asia, while the south was warm and wet enough for rice cultivation. Though Chinese civilization began in north China, by the eleventh century CE, the majority of the population had shifted to the rice-cultivating south.

According to a 2014 study the Chinese north and south wheat and rice divide has been shown to be a cause for cultural differences in the area. “It’s easy to think of China as a single culture, but we found that China has very distinct northern and southern psychological cultures and that southern China’s history of rice farming can explain why people in southern China are more interdependent than people in the wheat-growing north,” said Thomas Talhelm, a University of Virginia Ph.D. student in cultural psychology and the study’s lead author. He calls it the “rice theory.” Talhelm and his co-authors at universities in China and Michigan propose that the methods of cooperative rice farming—common to southern China for generations—make the culture in that region interdependent, while people in the wheat-growing north are more individualistic, a reflection of the independent form of farming practiced there over hundreds of years. Talhelm noted that in the wheat-growing north of China there is more individualistic and analytic thought that is typically associated with the West. “People in the north seemed more direct, while people in the south were more concerned about harmony and avoiding conflict,” Talhelm said.

- These findings appear in the May 9, 2014 issue of the journal *Science*:
<http://phys.org/news/2014-05-rice-theory-north-south-china-cultural.html>

Step Eight: When presentations are completed, assign the article “Chinese Food Cultural Profile” by Author(s): Kathy Lin, Harborview Medical Center, Seattle WA, Reviewer(s): Nadine Chan, Editor: Fred Hutchinson Cancer Res Ctr, Seattle WA, authored November 01, 2000.

- https://ethnomed.org/clinical/nutrition/chinese_food_cultural_profile

Questions about the article to answer in writing or as a class when reading is completed:

1. What do Chinese people feel that eating good food can bring what?
2. Are the Chinese as concerned about nutrition as Americans?
3. What four items would be part of a good Chinese meal?
4. Chinese do not eat a lot of dairy products. What is used as a substitute?
5. What is often served as a dessert treat or an end of meal treat?
6. “Yi xing bu xing” -- what is meant by this?
7. Ethnic Chinese food does not involve a lot of cooking by what method, that is often seen in Chinese restaurants located in the United States?
8. What is the yin and yang as it applies to food?
9. According to the article, what portions are small?
10. Chinese often use what types of foods when they are ill to help them feel better? What is “gin bou” and “bo sheng?”

Discuss answers as a class.

Step Nine: Show the following film by a Peace Corp Volunteer which introduces students to some of the foods of China and the Chinese language of food. Students can hear the sound of the Chinese language and try some on their own.

- <http://www.peacecorps.gov/wvs/videos/taste-tongren/>

Step Ten: Divide the class and assign each group one of the following articles on chopsticks.

- <http://www.history.com/news/hungry-history/a-brief-history-of-chopsticks>
- http://www.travelchinaguide.com/intro/cuisine_drink/cuisine/chopsticks.htm
- <http://chinesefood.about.com/od/restaurantdining/a/chopsticks.htm>
- Stronger Readers:
<http://www.cambridgeblog.org/2015/03/surprising-facts-about-the-history-of-chopsticks/>

After reading is completed make a bullet point list of information that students learned about the history of chopsticks in China.

Step Eleven: Students will then learn or practice using chopsticks. Hand out sets of wooden chopsticks (Kuaizi) obtained at a Chinese restaurant that will generously donate them to you. Watch the following video together with students:

- <https://www.youtube.com/watch?v=4mu05lnNyK0>

Give each student 3 large and 3 small marshmallows and let them try their hand at it. When they have mastered the skill they can eat the marshmallows.

Go over the following etiquette rules about chopsticks:

Chopstick Rules and Etiquette:

1. Do not stick chopsticks vertically into your food when not using them, especially not into rice, as this will make Chinese people think of funerals. At funerals joss sticks (sticks of incense) are stuck into the rice that is put onto the ancestor altar.
2. Do not wave your chopsticks around in the air or play with them.
3. Do not stab or skewer food with your chopsticks.
4. Pick food up by exerting sufficient inward pressure on the chopsticks to grasp the food securely and move it smoothly to your mouth or bowl. It is considered bad form to drop food, so ensure it is gripped securely before carrying it. Holding one's bowl close to the dish when serving oneself or close to the mouth when eating helps.
5. To separate a piece of food into two pieces, exert controlled pressure on the chopsticks while moving them apart from each other. This needs much practice.
6. Some consider it unhygienic to use the chopsticks that have been near (or in) one's mouth to pick food from the central dishes. Additional Chopsticks can be provided, and in this case you will need to remember to alternate between using the serving chopsticks to move food to your bowl and your personal chopsticks for transferring the food to your mouth. Some use the pointy end for personal use and the blunt end of the chopstick for serving.

Step Twelve: Students will write a creative persuasive paper using the following prompts:

- How does the use of chopsticks as the eating utensil of choice affect how people eat their food?
- What did you find out about the use of shark fins in Chinese cuisine? Should this use be discontinued, no matter what the circumstances or event? Why or why not?

Step Thirteen: View and discuss the accompanying PowerPoint

- <https://upenn.box.com/s/e7q20df7on5om2hf0sn8bhtvw66on8s2>

Students should prepare for trip to Chinatown in Philadelphia by reading article referenced in the Power Point.

- <http://philadelphia-chinatown.info/chinatown-history/>

Step Fourteen: Students take trip to Chinatown in Philadelphia and visit a restaurant for a meal. Teacher can make arrangements for chef to speak to students. One chef that will do a tour of Chinatown with students is *Joseph Poon Chef Kitchen* in Philadelphia Phone: (215) 928-9333. Joseph Poon does a “Wok N’ Walk Tour” which many say is excellent. Students may also visit some of the following:

- Authentic Chinese bakery products, including egg custard tarts, steamed buns, and breads at *Green Land Tea House & Bakery*: 210 N 9th St, Philadelphia
- See and taste fresh roasted whole duck, chicken and pork, butchered and prepared in-house, using traditional Chinese methods at *M Kee*: 1002 Race St, or *Sang Kee Peking Duck House*: 238 N 9th St.
- See fresh live lobsters, tilapia, clams, and more! Experience food markets featuring fresh and hard-to-find ingredients perfect for spicing up any meal at *King Market*: 140 N 10th St, Philadelphia
- See traditional Chinese toys, trinkets, jewelry and more at *Asia Crafts, (Sanrio)*: 124 N 10th St.
- Take a break under the pergolas of the 10th Street Plaza. It is Chinatown’s first dedicated public space, and provides a place for visitors and residents to sit and relax. Two 8-foot granite Foo dogs (Chinese guardian lions), shipped from China, symbolize the protection of Chinatown.
- Contact Yong H. Xu at *Arch Acupuncture and Health Center* to speak to students at Arch St & 10th St N, Philadelphia: (215) 627-8209. He is also an expert in Traditional Chinese Medicine.
- Visit *Long Life Chinese Natural Herbs* at 1011 Arch Street Philadelphia: (215) 625-9302
- Visit the *Lucky Chinese Cookie Factory* (but make sure you have had kids read the following articles as the origin of fortune cookies is debated): 55 N 9th St, Philadelphia, PA 19107. Call (215) 922-7288 to make sure it is in operation
 - <http://www.fancyfortunecookies.com/Articles.asp?ID=148> or http://www.huffingtonpost.com/quora/fortune-cookie-history_b_6430962.html

At the completion of the trip, students should write about what they learned and the impressions they had of their trip and turn it in the following day.

Step Fifteen: Ask students the names and some of the holidays that are celebrated in the United States. Then ask which foods they associate with the holiday. Ask students if they know why those foods are associated with the holiday. Next, give each student in class a Chinese holiday or festival and have them conduct research to learn about the following:

1. What does the holiday or festival celebrate?
2. When is it celebrated?
3. How is the celebration conducted?
4. What foods are traditionally associated with the holiday or festival celebration?
5. Does the food have any symbolic meaning that is associated with the holiday or festival?
6. Find a picture of the food/foods associated with the holiday.

List of Chinese holidays and festivals:

- Cheung Chau Bun Festival
- Tomb Sweeping Day (Clear Brightness Festival or Taqing Festival)
- Moon Festival
- Kuan Yin's Birthday
- Hungry Ghost Festival
- Chung Yang Day
- Wedding Foods
- Chinese New Year
- Dragon Boat Festival
- Lantern Festival
- Chinese Valentine's Day - Qixi Festival
- Double 8th Day
- Foods to celebrate Births
- Birthday Foods
- Funeral Foods

Students share their results with the class.

Step Sixteen: Ask students for some examples of what manners or etiquette their families have taught them. Ask them if they always follow these and why or why not. Share the following video about Chinese rules of etiquette when eating.

- YouTube video: <https://www.youtube.com/watch?v=jkyE2rPac3s>

Step Seventeen: Additional activities:

Show clips from the following films which can be found on YouTube or can be bought or rented. They have many interesting scenes involving food, and also show a great deal of Chinese culture during the particular historical setting.

- *The Last Emperor* (some parts not appropriate for middle school) has interesting scenes where Pu Yi, the last emperor of China, is being fed and the customs associated with this practice. Google lesson plans for *The Last Emperor* for a teacher's manual in pdf form on the web.
- *To Live* (middle school appropriate) shows many scenes involving food during the Cultural Revolution that include communal eating, a physician who is starving and what happens when he eats too many buns given to him for help, bring food to a grave site, issues of Mao's decisions about agricultural leading to a great deal of starvation, etc.

Additional Information from the Teacher's Guide to *To Live*:

"In 1958 Mao Zedong launched another program to advance China's industry and agricultural system. Known as the Great Leap Forward, the strategies eventually proved disastrous. Farms underwent collectivization and communes were established. Communities worked together to meet industrial and agricultural quotas. Communal kitchens and child care programs developed in order to economize on time so that women would be free to work toward these goals. The agricultural reforms included the implementation of quotas and planting programs that were not suitable in all areas of China. Drought complicated the picture in north China, and crop yields dropped. Nevertheless, model communes were created for show. Officials toured areas where harvests had been brought in from villages far away and where extravagant claims were made about the positive effects of the Great Leap programs. By the early 1960s, millions of Chinese had starved. Scholars estimate more than 20 million deaths resulted from starvation and related complications due to the failures of the Great Leap Forward campaign. This reform also aimed to move China into an industrial age. Local communities engaged in scrap metal drives and held competitions to determine which could gather and smelt the most metal in backyard furnaces. With this product China would build its new infrastructure. This program also did not meet its aims. Mao's Communists sought to form allegiances and to work with other Communist world powers."

- *Eat Drink Man Woman* – mature content but clips of the father’s cooking can be shown
- *A Bite of China* – Documentary on Chinese Cooking introducing the history and story behind various foods served in sixty locations throughout China
- Travel Films often show good examples of Chinese food today.
- Check out this website of Peter Menzel’s pictures from his book *Hungry Planet – Family Food Portraits*, which compares foods in household across the world. Compare China with other countries including the United States.
 - <http://menzelphoto.photoshelter.com/gallery/Hungry-Planet-Family-Food-Portraits/G0000zmgWvU6SiKM/C0000k7JgEHhEq0w>
 - http://menzelphoto.photoshelter.com/gallery/Hungry-Planet-China/G0000KQ2nFvvUv_8/C0000LinI3Zrbflo

Step Eighteen: An extra credit reading can be assigned.

- <http://asiasociety.org/blog/asia/food-chinese-culture?page=0,0>

Outcome/Assessment

Students will have an appreciation for various Chinese cuisines, an understanding of the reasons these cuisines developed as they did, an understanding of how these cuisines may differ from American Chinese food with which they may be familiar. an understanding that foods are intertwined with other aspects of culture. Students can be assessed through writing assignments, PowerPoint projects, and class discussions.

Special Education and English Language Learners Accommodations

Videos / images provided, conferencing, collaborative writing.

Additional Resources

Web:

Information about the history of Philadelphia’s Chinatown:
<http://philadelphia-chinatown.info/chinatown-history/>

Joe DiStefano Cantonese Cooking Article:

<http://www.seriousseats.com/2014/10/introduction-what-is-cantonese-chinese-cuisine.html>

Print:

Education About Asia, Winter 2011 (Volume 16, Number 2)

Regional Cuisine Organizer

Name of Cuisine	
Geographic Region	
Region's Features	
Impact of Region on Food	
Features of the Cuisine	
Food Used in the Cuisine	
Dish Names with Major Ingredients	
Preparation and Cooking Method	
Reasons for Preparation & Cooking Method	
Celebratory or Everyday Dish?	
How Dish is Eaten?	

Bhutan's Gross National Happiness

Subjects: Social Studies

Suggested Grade Levels: 5–9

Time Frame: Variable

Laura Good,
Greene Street Friends School

Overview

Applying the Philadelphia Folklore Project's approach to cultural education, students first reflect on their own personal understanding of happiness and activities that cultivate happiness. Transition to a study of Bhutan's approach to economic development, measured in Gross National Happiness, a signal of Bhutan's commitment to building an economy that serves Bhutan's culture based on Buddhist spiritual values instead of western material development (measured in GDP). This is used as a springboard to examine sustainable economic development, environmental conservation, Buddhist practices, and cultural values in Bhutan.

Connection to Philadelphia World Heritage Tool Kit's Goal

Explore Bhutan's unique approach to economic, environmental, religious, and cultural development through the concept of Gross National Happiness.

Core Curriculum Standards

- E06.B-K.1.1.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
- E06.B-K.1.1.2: Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.
- E06.B-K.1.1.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, or elaborated in a text (e.g., through examples, anecdotes, or sequence of steps).
- CC.1.2.6.G: Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- E06.B-C.3.1.1: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not (e.g., fact/opinion, bias).
- E08.C.1.1: Write arguments to support claims with clear reasons and relevant evidence.
- E07.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- 3.6.11-12.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 3.6.6-8.D: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 1.4.6.U: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- 1.4.6.V: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- 1.4.6.W: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Objectives

Students will be able to use the concept of Gross National Happiness to examine sustainable economic development, environmental conservation, Buddhist practices, and cultural values in Bhutan.

Essential Question

Why does Bhutan measure development in Gross National Happiness instead of Gross Domestic Product? What does GNH tell us about Bhutanese values? How has GNH affected Bhutan's population, economically, environmentally, religiously and culturally? Should other governments place more of an emphasis on happiness (and if so, how)?

Materials Needed

Smartboard or projector to show videos, research resources (iPads, computers, books, pamphlets, etc.), presentation materials (dependent on type of presentation students choose)

Procedure

Step One: Through writing or discussion, students reflect on happiness: What is happiness? Do you consider yourself to be a happy person—why or why not? What brings you short-term happiness? What brings you long-term happiness? Do you think people can intentionally do things to make themselves or others happier? Guide students through a few activities that cultivate happiness.

Examples: Write a gratitude letter, gather a list of strengths that classmates see in them, deep breathing meditation, service-learning, etc. (See additional resources for ideas.)

Step Two: The U.S. Declaration of Independence says all individuals have the inalienable rights of “life, liberty and the pursuit of happiness”. Student discuss if they feel as if the United States government is protecting our right to pursue happiness—why or why not? Do you think other governments around the world are protecting citizens' right to happiness—why or why not?

Step Three: Student find Bhutan on a map and explore its geographical features on Google Earth. Show images of scenery and people in Bhutan, with brief accompanying explanations of the environment, economy base, religion, and culture. Read aloud one of the children's books on Buddhism (See additional resources). Ask students what conclusions they might be able to draw about Bhutan based on their knowledge thus far.

Step Four: Introduce the concept of Gross National Happiness, a signal of Bhutan's commitment to building an economy that serves Bhutan's culture based on Buddhist spiritual values instead of western material development, measured in GDP. (See video links below in additional resources.) Discuss students' opinions of GNH and whether they think it's an effective approach to nation building.

Step Five: Divide students into small groups, and assign each group the task of researching one of the following aspects of Bhutanese culture and how it has been affected by GNH (or vice versa).

- Environmental conservation
- Buddhist principles
- Economy base and economic development
- Daily life and schooling

Criticism or drawbacks of GNH (One group could potentially explore the drawbacks of GNH, particularly in a world dominated by GDP.)

Step Six: Conclude by having a discussion about what the United States or western world might be able to learn from Bhutanese cultural values or ideas.

Outcome/Assessment

Student groups present their findings to the class, via a digital presentation, poster, pamphlet, skit, song, etc. Presentations should teach other students about Bhutan's economy, environment, religion and daily life, as well as how Bhutan's prioritization of happiness has affected each of these aspects.

Special Education and English Language Learners Accommodations

Graphic organizers, mixed-ability groupings, teacher support during research process

Additional Resources

Web:

Happiness Project: <http://www.edutopia.org/blog/sel-for-elementary-school-randy-taran>

News clip on Bhutan's Gross National Happiness: <https://www.youtube.com/watch?v=sAtMqwh2IEo>

TED Talk on Bhutan's Gross National Happiness: <https://www.youtube.com/watch?v=ICLJwYW6-Ao>

Children's books on Buddhism: <http://www.criticalcactus.com/best-books-on-buddhism-for-children/>

Philadelphia: The Journey to Freedom

Subjects: Social Studies

Suggested Grade Levels: 7–9

Time Frame: 4–5 classes

*Gregory A. Wright, Sr.,
Global Leadership Academy Charter School*

Overview

Students will evaluate the strategies and efforts that were used by the American Anti-Slavery Society to end the institution of enslavement throughout the United States.

Background:

In 1833, the American Anti-Slavery society, held its first convention in Philadelphia, PA. Sixty abolitionist leaders from ten states met in Philadelphia, to bring an immediate emancipation to the institution of enslavement in the United States. At the convention, the society elected officers. William Lloyd Garrison wrote the organization’s constitution and a declaration was adopted which stated, “Its members pledge to work for emancipation through non-violent actions of “moral suasions,” or the overthrow of prejudice by the “power of love.”

The American Anti-Slavery Society was founded by William Lloyd Garrison and Arthur Tappan. Frederick Douglass, an escaped slave, was a key leader of this society.

- www.memory.loc.gov/ammem/aahtml/exhibit/apart3.html

Connection to Philadelphia World Heritage Tool Kit’s Goal

Since the establishment of our country, Philadelphia has always been a pivotal city for African-American culture and heritage. This was especially true in the 17th and 18th century, with the passing of the act for the gradual abolition of slavery in Pennsylvania on March 1, 1780. Philadelphia had the largest free black population in the United States, and it was the center of the abolitionist movement in the country.

The Free African Society of Philadelphia was founded in April 1787 with the goal to create a non-denominational religious organization that would serve the spiritual, economic, and social needs of Philadelphia’s African American community. The Free African Society of Philadelphia was founded by Richard Allen, Absalom Jones, Benjamin Banneker, and Prince Hall. It was the first mutual aid society in the city.

- www.pbs.org/wgbh/ala/part3/3h465.html

Core Curriculum Standards

- Draw evidence from informational texts to support reflection and research.
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source different from prior knowledge or opinions.
- To identify issues and problems of the past, recognize factors contributing to such problems by identifying and analyzing alternative courses of action, formulate a position, and evaluate the implementation of that decision.

Objectives

- The students will examine the institution of slavery in the United States and its economic impact on the Southern states.
- The students will analyze, and cite the efforts of the abolitionist movement with the Underground Road, and its direct connection to Philadelphia.
- The students will identify and analyze the strengths and weaknesses of the American Anti-Slavery Society.
- The students will analyze philosophies of the Anti-Slavery Society and the Civil Rights Movement of the 1960s.
- The students will examine the Preamble of the Free African Society, and present a justification for the need of such an organization.
- The students will compare and contrast the Free African society and the NAACP.

Essential Question

Would you stay or would you go?

Materials Needed

Computers, Laptops or iPad with internet access; notebooks will be needed to complete the historical research and inquiry that will be required to complete assignments.

Procedure

Teacher Background:

Introduce students to the core curriculum standards and the lesson objectives. Explain the time commitment needed to complete this assignment effectively. (Estimated time needed for completion: 4-5 class periods of 45 minutes each.)

This is a collaborative learning research assignment that will conclude with a powerpoint or prezi presentation.

Period 1:

Hook/Introduction: You are an enslaved African in Maryland and you heard the Underground Railroad could help you get your freedom. To do this, you must leave your family behind and the thought of being captured and returned is frightening. What do you do? Would you stay or would you go?

(The students must decide in 5 minutes.)

Activity: Show the YouTube video on the Underground Railroad.

- <https://youtu.be/F54jtNaBK2E>

Homework: Write a review on the Underground Railroad video and include whether seeing the video has change your perspective as to you staying or running away.

Period 2:

Hook/Introduction: In small groups, the students will discuss and explain their response to the essential question. (10 min.)

Activity 1: The students will present their reviews of the Underground Railroad video to the class. (15min.)

This activity can be used as an oral presentation assessment.

Activity 2: Crash Course US History Slavery Video

- <https://youtu.be/Ajn9g5Gsv98> (May need to use closed captions as the speaker talks very fast).

In small groups, the students will examine the economic impact that slavery had on the southern states. (Hand out questions prior to showing video. Also, post the questions on a board or on chart paper.)

Response Questions

1. What was the importance of southern cotton?
 - The students will examine why cotton was the most important trade commodity by the 19th century.
2. Did northern states prosper from the southern cotton industry? (Please explain)
3. What was the profitability of slave based agriculture
4. How did the lack of technological innovation, such as railroads, hurt the south in the Civil War?
5. Why do you think slavery was viewed as a necessary evil?
6. Have you changed your mind? Would you stay or would you go?

Homework: If students have not completed the assignment by the end of the class period, they may complete the assignment for homework and the groups may present during the beginning of the next class period.

Period 3:

Hook/Introduction: Introduce the students to the Faces of Freedom.

- PowerPoint presentation: www.nationalgeographic/facesoffreedom

The students will research and give a presentation on one of the abolitionist listed in the Faces of Freedom PowerPoint presentation.

Activity: In small groups and using a Venn diagram, the students will identify and analyze the strengths and weaknesses of the American Anti-Slavery Society. (What evidence can you find that caused the society to prosper or fail?)

Students can use the link below to conduct research to complete their assignment. Encourage the students to research other historical sites that will support their response to the assignment

- www.teachushistory.org

Students should come prepared next class to present their group findings.

Homework: have the students analyze philosophies of the Anti-Slavery Society and the Civil Rights Movement of the 1960's.

Period 4:

Hook/Introduction: The Quilts of the Underground Railroad

- <http://page.reallygoodstuff.com/pdfs/154227.pdf>

Activity 1: The students will be introduced to the quilt system that was used as a strategy for abolitionist to communicate their participation in the underground railroad.

The student assignment is to work with a partner and identify the meaning of each quilt.

Activity 2: Students will examine the Preamble of the Free African Society and present a justification for the need of such an organization during that period of time in United States history.

Students can use the link below to answer the question: What is a preamble? They may use that website to research an answer, but are encouraged to develop additional sources.

- www.pbs.org/wgbh/ala/part3/3h465.html

Homework: The students will compare and contrast the Free African Society and the NAACP.

- www.socialwelfarehistory.com
- www.naacp.org

Outcome/Assessment

The students will compile all of the data that they have researched, class lectures, and small group work, and in their assigned collaborative learning groups the students will give presentation of the “Importance of Philadelphia on the Journey to Freedom”

Special Education and English Language Learners Accommodations

All assignment must be modified specifically to accommodate the needs of the individual learner who may have some barriers to his or her academic success. Please CHECK with the Special Services department at your school for necessary adjustments and support.

Additional Resources

Film:

Traces of the Trade: <http://www.tracesofthetrade.org/>

Film that covers the importance of the slave trade in Rhode Island.

Hear My Voice

Subjects: Language Arts
Suggested Grade Levels: 7
Time Frame: Variable

*Olivia Cureton,
D. Newlin Fell School*

Overview

Students will identify cultural experiences, analyzing place and tone by writing about, reading, speaking, and listening to poetry from the era of The Harlem Renaissance

Connection to Philadelphia World Heritage Tool Kit's Goal

This lesson will allow students to research a World Heritage site, appreciate their culture and their country's history, become more aware and interested in other cultures, have respect for cultural diversity, cultivate respect for all peoples and their cultures, show artistic talent with poetry, and potentially visit a UNESCO site—the Statue of Liberty

Core Curriculum Standards

- Students will be able to understand the meanings of words, phrases, figurative language and connotative meanings, also use context clues
- Students will be able to identify rhymes and other repetitions of sounds in a poem, story, or drama in order to analyze its impact on a specific verse/stanza or section of a story or drama
- Students will analyze how particular elements of a poem and how setting shapes the characters or plot.

Objectives

The students read and listen to poetry, focus on comprehension, and make connections among the ideas and between texts. Students will also cite evidence when analyzing meaning of poems. The students will also analyze the setting of text, discussing and writing about similarities and differences between poems, in addition to analyzing students will analyze cultural impact of poems of Harlem Renaissance writers.

Essential Question

How does Claude McKay's life and writings help us to see the complexities of the Harlem Renaissance and our world heritage in the US?

Materials Needed

Access to the internet

Procedure

Step One: Read about Claude McKay online

- <http://www.poetryfoundation.org/bio/claude-mckay>

Step Two: Listen to poem by Langston Hughes

The teacher can read the poem “Madam and the Rent Man” aloud, or the class can listed from on online source. After reading the poem, the class should discuss the tone of poem and what vocabulary within poem is evidence for the tone suggested. The teacher will model writing of focus points.

Step Three: Introduce brief history of Harlem Renaissance. Include the where, the when, and the who of the Harlem Renaissance.

Students will work in cooperative groups in order to research and report on further information on Harlem Renaissance. Further information can include writers, like Claude McKay, or musicians.

Step Four: Listen to poem by Claude McKay.

The teacher can read the poem “Home Thoughts” aloud, or the class can listen from an online source. After reading the poem, the class should have a discussion on on setting, tone of poem, citing what evidenc for tone suggested. An example of evidence is the vocabulary within the poem. The teacher will then model writing a graphic organizer focusing on major points of discussion. The teacher will also work with students to compose a written response to to poem analysis.

A second poem by Claude McKay, “The Tropics in New York,” is read aloud or heard from an internet source. Students will complete a writing prompt.

- Writing Prompt: students will analyze the setting and tone of this poem, using vocabulary to cite evidence
- Writing Prompt: teacher leads students in comparing setting/tone of both poems, citing evidence as basis of comparison

Students will listen to or read “Dawn in New York” by Claude McKay.

Follow-Up: A visit to UNESCO site, The Statue of Liberty

Outcome/Assessment

Students will respond to this writing prompt: compare/contrast 2 poems by Claude McKay (The Tropics in New York; Dawn in New York). Students can also discuss McKay’s global impact on his poetry (his birthplace of Jamaica; parents from Africa; reflections of life in America)

Special Education and English Language Learners Accommodations

Students may interview family members who were born in other countries, asking about memories of that given country. Students may compare/contrast how their own feelings about being in America. In consultation with ELL teacher, other activities may be planned.

Additional Resources

Web:

http://www.english.illinois.edu/maps/poets/m_r/mckay/life.htm

<http://www.poets.org/poetsorg/poet/claude-mckay>

<http://www.poetryfoundation.org/bio/claude-mckay>

<http://afroamhistory.about.com/od/biographies/p/Claude-Mckay-Proletariat-Poet.htm>

Understanding the Meaning of World Heritage & How it Relates to Philadelphia

Subjects: Technology, Language Arts, Social Studies

Suggested Grade Levels: 5–8

Time Frame: Variable

*Peggy McGraw,
Our Lady of Angels*

Overview

Do you have something that is really important to you? Why is it important to you? How would you feel if it was destroyed? Today we are going to learn & define what World Heritage means and how it relates to those questions.

Connection to Philadelphia World Heritage Tool Kit's Goal

Philadelphia's heritage is our legacy from the past and home of religious freedom, tolerance and democracy. Philadelphia is rich and unique in its many historical places throughout the city and should be preserved and protected for future generations.

Core Curriculum Standards

- Illustrate a conceptual knowledge of important historical documents, artifacts and places.
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Students apply digital tools to gather, evaluate and use information

Objectives

Students will be able to define heritage, define World Heritage and how it relates to Philadelphia, learn how to use different presentation tools, become knowledgeable about historical sites in Philadelphia, practice search strategies, research their topics, and share information they gathered about their topic with the class.

Essential Question

What would it be like if we lost our Philadelphia heritage and all the important places and history of the city? Would tourists still come to Philadelphia? After researching your topic, answer this question: What did you find most interesting about your topic?

Materials Needed

iPads, computers with access to the internet, clay

Procedure

Step One: Watch a World Heritage & Educations video before the lesson.

- <https://sites.google.com/a/mpregional.org/world-heritage-philadelphia/unesco-world-heritage-site>

Step Two: Participate in a discussion with a partner about what you learned from the videos.

Step Three: Brainstorm your thought using ibrainstorm app on iPad.

Step Four: Students will be given a historical places in Philadelphia to research. Research your topic using sites listed on the teacher's website.

- <https://sites.google.com/a/mpregional.org/world-heritage-philadelphia/>

Step Five: Answer the following questions: Why should Philadelphia become a World Heritage City? What makes Philadelphia different from other cities? Students should record their findings on a presentation platform (iMovie, Movie Maker, Prezi, Educreations or Google Slides). On one slide, students should include a journal about what they would find most fascinating about their topic if you lived during William Penn's time.

Step Five: Students should present to the class

Additional Activity: Art Activity

- Watch a Discovery Education video about the Liberty Bell. A membership is needed to watch the Discovery Education video.
- Watch a video about how to make the Liberty Bell out of clay
 - <https://www.youtube.com/watch?v=ZR2Cz6tnRCE&feature=youtu.be>
- Use clay to make your own Liberty Bell
- Take a picture of yourself with the finished Bell
- Upload your picture to Blabberize and share the knowledge you learned about the significance of that historical artifact
 - <http://blabberize.com/>

Outcome/Assessment:

Use a rubric to evaluate student presentations. Organize a walking tour of Philadelphia as a field trip.

Additional Resources

Web:

<http://www.ushistory.org/tour/>

<http://www.theconstitutional.com/tours/self-guided-tours>

<http://www.theconstitutional.com/sites/www.theconstitutional.com/files/ConstitutionalMap.pdf>

<http://www.ushistory.org/penn/bio.htm>

<http://globalphiladelphia.org/initiatives/world-heritage-city>

<http://www.ovpm.org/en/cities/philadelphia>

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

<http://www.nps.gov/inde/learn/historyculture/stories-libertybell.htm>

http://explorepahistory.com/regions_philadelphia.php

<https://sites.google.com/a/mpregional.org/world-heritage-philadelphia/home>

The American Civil War's Impact on the United States and the World

Subjects: Social Studies

Suggested Grade Levels: 6–8

Time Frame: 1 class

Jennifer Bellantoni,

Mary, Mother of the Redeemer Catholic School

Overview

This lesson will examine the impact of the American Civil War on Philadelphia and the world.

Connection to Philadelphia World Heritage Tool Kit's Goal

The American Civil War had a great impact economically, culturally, politically, and socially on the United States and the world.

Core Curriculum Standards

Explain how continuity and change have impacted U.S. history as demonstrated in their belief systems and religions, commerce and industry, technology, politics and government, physical and human geography and social organizations.

Objectives

Students will demonstrate an understanding that the American Civil War had a great impact economically, culturally, politically, and socially on the United States and the world, specifically but not limited to Europe and Asia.

Essential Question

What impact did the American Civil War through the years before, during and after, have on the United States, as well as other parts of the world?

Materials Needed

Handouts of excerpts from the following books: *The Civil War as Global Conflict: Transnational Meanings of the American Civil War* and *The American Civil War, Emancipation, and Reconstruction on the World Stage*. (More readings are listed under additional resources.)

Procedure

Step One: Students will learn about the decisions by the Union to blockade the ports of the Southern Confederacy. Afterwards, students will discuss the implications to the South on an economic level. In what way does this affect more than just the Southern Confederacy?

Step Two: Students will read sections from the book *Civil War as Global Conflict: Transnational Meanings of the American Civil War* edited by David Gleeson and Simon Lewis, and answer or discuss the additional questions:

- <http://www.sc.edu/uscpres/books/2014/7325.html>
- 1. How did a War that was only to be fought within the borders of the United States affect the social, political, and economic policies of another country?
- 2. What impact did the positions on slavery and democracy play out on a world stage in a country that was not considered a world power?

Step Three: Students will read the following excerpt from *The American Civil War, Emancipation, and Reconstruction on the World Stage* by Edward L. Ayers, and answer or discuss the additional questions.

- http://apcentral.collegeboard.com/apc/members/courses/teachers_corner/152481.html

An excerpt from *The American Civil War, Emancipation, and Reconstruction on the World Stage*:

“Americans demanded the world’s attention during their Civil War and Reconstruction. Newspapers around the globe reported the latest news from the United States as one vast battle followed another, as the largest system of slavery in the world crashed into pieces, as American democracy expanded to include people who had been enslaved only a few years before.

Both the North and the South appealed to the global audience. Abraham Lincoln argued that his nation’s Civil War “embraces more than the fate of these United States. It presents to the whole family of man, the question, whether a constitutional republic, or a democracy...can, or cannot, maintain its territorial integrity.” The struggle, Lincoln said, was for a “vast future: a struggle to give all men “a fair chance in the race of life”. Confederates claimed that they were also fighting for a cause of world-wide significance: self-determination. Playing down the centrality of slavery to their new nation, white Southerners built their case of independence on the right of free citizens to determine their political future.

People in other nations could see that the massive struggle in the United States embodied conflicts that had been appearing in different forms throughout the world. Defining nationhood deciding the future of slavery, reinventing warfare for an industrial age, reconstruction a former slave society—all these played out in the American Civil War.

By no means a major power, the United States was nevertheless woven into the life of the world. The young nation touched, directly and indirectly, India and Egypt, Hawaii and Japan, Russia and Canada, Mexico and Cuba, the Caribbean and Brazil, Britain and France. The country was still very much an experiment in 1860, a representative government stretched over an enormous space, held together by law rather than by memory, religion, or monarch. The American Civil War, played out on the brightly lit stage of a new country, would be a drama of world history. How that experiment fared in its great crisis— regardless of what happened—would eventually matter to people everywhere.”

1. What does this mean to the United States?
2. What does this mean to other countries looking in to what is happening within the boundaries of the United States?
3. How do the decisions made about the war help or hurt other countries struggling with the same scenarios?

Outcome/Assessment

This is only one lesson in an entire unit of study on the Causes of the Civil War, the Battles of the Civil War and the impact on a transnational level, as well as Reconstruction. The assessment of the understanding of this information will be through the class discussions as well as Edmodo questions, which will be presented for insights on the day’s lesson.

Additional Resources

Web:

“How America’s Civil War Changed the World” a WSJ article by Fergus Bordewich:
<http://www.wsj.com/articles/SB10001424052748704101604576249612177206884>

Influence of the American Civil War on countries in Asia:
<http://www.quora.com/What-influence-did-the-american-civil-war-have-on-India-and-the-asian-countries-in-general>

Technology, Industry, and Innovation during the American Civil War:
<http://pacivilwar150.com/Understand/TechnologyIndustry>

Philadelphia’s role in the American Civil War:
http://en.wikipedia.org/wiki/Philadelphia_in_the_American_Civil_War

“How the Civil War Changed the World” a New York Times article:
http://opinionator.blogs.nytimes.com/2015/05/19how-the-civil-war-changed-the-world/?_r=0

India, Britain, and America: [http://cwh.ucsc.edu/brooks/India, Britain and America.html](http://cwh.ucsc.edu/brooks/India,_Britain_and_America.html)

The effects of the American Civil War on the British economy:
<http://www.quora.com/How-did-the-american-Civil-War-affect-the-British-economy>

The American Civil War and the British Textile Industry:
<http://www.thefashionhistorian.com/2011/03/american-civil-war-and-the-british-textile.html>

Important Pennsylvanians who fought in the American Civil War:
<http://pacivilwar150.com/Understand/HistoricalFigures/ImportPennsylvanians>

Print:

India-Britain’s Substitute for American Cotton, 1861-1865 by Frenise A. Logan, *The Journal of Southern History*, 1958 Southern Historical Association

A Journey to Freedom via America's Birthplace (*An Intricate Connection Among Conductors, Passengers, and Stations*)

Subjects: English, Language Arts, American History

Suggested Grade Levels: 7–9

Time Frame: Variable

Stacia Parker,
Roosevelt Elementary School

Overview

This lesson is designed to put emphasis on Philadelphia's role as a central component in the Underground Railroad network that enabled hundreds of enslaved Africans to realize freedom in America. Additionally, since Philadelphia birthed two seminal documents—the Declaration of Independence and the Constitution—while serving as the nation's capital. An in-depth study of these documents should activate this lesson. The final phase of this multidisciplinary lesson is intended for students to gain insights about World Heritage Sites & Cities, locally and internationally.

Connection to Philadelphia World Heritage Tool Kit's Goal

Philadelphia is home to one of the twenty-three World Heritage sites in the United States: Independence Hall (1979). The deliberation and ratification of two globally influential legal documents: the Declaration of Independence (1776), and the Constitution of the United States (1787) occurred in Independence Hall. Therefore, these cultural icons will enable students to learn more about sites of outstanding universal value inscribed on the World Heritage List. As students learn about these cultural treasures, they will be equipped to forge new attitudes about the roles of: the city of Philadelphia, the Philadelphia Underground Railroad, and freedom and democracy. Ultimately, they will become stakeholders in touting Philadelphia's rich cultural, architectural, and democratic heritage. What a tribute this will be as Philadelphia takes center stage as the first World Heritage City in the US!

Core Curriculum Standards

- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- Use technology to produce, publish, and update writing products.

Objectives

Students will be able to articulate and demonstrate the rich cultural history of Philadelphia as a World Heritage Site and City by introducing new forms of tourism to the Philadelphia Tourism Bureau and international visitors. Students will be able to read and comprehend the Declaration of Independence and the Constitution of the United States by analyzing the structure and language which supported enslaved Africans right to be free. Students will learn to synthesize the information from Independence Hall, the Declaration of Independence, and the Underground Railroad Sites to establish Philadelphia as an international city.

Essential Question

How did Philadelphia become an integral part of the abolitionist movement and the Underground Railroad?

Materials Needed

Philadelphia tourism brochures, text of the Declaration of Independence, text of the Constitution of the United States, text of the Frederick Douglass speech “What is Your Fourth of July to Me?”, books about Underground Railroad passengers’ experiences (*I Want My Freedom* and *Price of a Child* listed in additional resources), videos of major Underground Railroad sites in Philadelphia (links included in procedure), highlighters, chart paper, graphic organizers, Prezi software, and access to social media sites like Instagram, Facebook, or Twitter

Procedure

Quick Write: What is the Underground Railroad? Does it still exist today? What is Philadelphia’s connection to the Underground Railroad? Can you think of any connections between the Underground Railroad and the Declaration of Independence?

Guided Practice: Students will read *I Want My Freedom* which is a true account of an enslaved woman and her children travelling with their master through Philadelphia. While staying overnight in Philadelphia Jane seeks the assistance of abolitionists, William Still and Passmore Williamson. Teacher will model guided reading to determine the author’s purpose and illuminate what Philadelphia was like in 1855, the year of her escape.

Independent Group Practice: Students will read and analyze an excerpt of the Constitution of the United States and an excerpt of the Declaration of Independence to determine themes such as freedom, equality, strength, and democracy; concepts such as fairness, justice, respect, and honor—engaging ideas presented in an original way—themes and concepts that encourage the audience to take action.

Independent Individual Practice: Students will use the information from the collaborative discussion and notes to cite the lines that state the actions our forefathers believe should be taken in either the Declaration of Independence or the Constitution of the United States.

Check for Understanding: Have students highlight in yellow words that show the concepts of respect and honor. Students should also underline the words that describe the ideas of freedom and equality in an original way. Have students highlight in blue statements of action for the audience to take.

Exit Ticket: In 140 characters or less...tweet 2 connections you made between the Underground Railroad and the Declaration of Independence or the Constitution of the United States

Homework: Watch videos of the four major Underground Railroad Sites in Philadelphia and take notes on what you would change to make the information appeal to teenagers and tourists. Bring in notes to use for summative assessment.

- Belmont Mansion: <http://video.whyy.org/video/1127503982/>
- The Johnson House: <https://vimeo.com/43869368>
- Mother Bethel AME Church: <https://www.youtube.com/watch?v=JDcUbr5Zc14>
- Glen Foerd on the Delaware: <https://www.youtube.com/watch?v=u5QUd12p3qw>

Outcome/Assessment:

Students will work together in groups to create a Multimedia Presentation. They will reimagine and update the travel brochures visitors receive when arriving in Philadelphia. Use information from texts, notes, and videos! Remind students that an effective multimedia presentation uses technology to share information through text, infographics, images, and sound. Additionally, it integrates information from a variety of sources and media and it ALWAYS presents information and supporting evidence from the texts clearly, concisely, and logically.

Guidelines:

- Groups should be no larger than 5 students
- Assign parts of the presentation
- Storyboard parts of the presentation after its written and produced
- Practice delivering the presentation, revise the presentation,
- Share your presentation with classmates and community members either in person or through Google Hangouts or Skype (travel and tourism staff, city officials, students in another country)
- Get permission to create a Facebook, Twitter, and Instagram page using your multimedia presentation
- One of the group presentations can be a response to Frederick Douglass's speech, showing Philadelphia, then and now

Special Education and English Language Learners Accommodations

Locate a YouTube video of someone reading the Declaration of Independence...then have students choral read the first two paragraphs of each document. Next, reread the text one sentence at a time and ask students to identify words that indicate why the subject of the documents is important. Have students read aloud parts of the text that support their answers.

Additional Resources

Print:

I Want My Freedom: Jane Johnson's escape with the Philadelphia Vigilance Committee, 1855, Lorene Carey: <https://libwww.freelibrary.org/OneBook/obop03/curriculum/iwantmyfreedom.cfm>

Price of a Child, Lorene Cary ISBN-13: 978-0679744672

Web:

A detailed first person narrative of the Jane Johnson escape to freedom and includes original documents detailing personal information about the Johnson family and subsequent court case:
www.Librarycompany.org

Teaching Ratios with Global Currencies

Subjects: Math, Social Studies
Suggested Grade Levels: 5–8
Time Frame: 1 class

*Danielle Heeny,
Penn Treaty School*

Overview

In this lesson, students explore foreign currencies while learning about the mathematics skill of manipulating ratios.

Connection to Philadelphia World Heritage Tool Kit's Goal

Teachers of all disciplines and content area can engage students in learning about global cultures and heritage in this mathematics focused lesson. Students are engaged in learning about world cultures through the commonalities of money and shopping.

Core Curriculum Standards

- 2.1.6.D.1: Understand ratio concepts and use ratio reasoning to solve problems.

Objectives

Students will be able to convert between US Dollars and Moroccan Dirham by using ratios.

Essential Question

How are ratios used to compare different currencies?

Materials Needed

Local store advertisements, Moroccan department store advertisement (link available in procedure section)

Procedure

Step 1: Activate students' prior knowledge in how they use ratios in everyday situations. Place students in small groups or pairs. Give each group a set of items with a price for each. For example, a group could receive 4 pencils with the price \$.35 each. Students work in their group to figure out what the total price for all their items would be. Students share the process they used to solve the problem with the class.

Step 2: Introduce ratio. Set up similar problems to their group work and solve it using ratio and cross multiplication as a whole class.

For example: $\$.35 / 1 \text{ pencil} = x / 4 \text{ pencils}$.

Step 3: Introduce students to the Moroccan Dirham. Show pictures or, if possible, pass around the actual currency. Students discuss what they notice and similarities and differences to US dollars. Explain the current exchange rate (See "additional resources" below for exchange rate and photos of the currency). Currently (as of 2015) exchange rate is 1 US dollar = 9.84 Moroccan dirhams. Do several examples as a class, using ratio to convert between dollars and dirham.

Step 4: Students are split into pairs. Distribute a local store's advertisement to each group. Students chose 10 items and write a ratio to determine how much the item would cost in Moroccan dirham.

Step 5: Students then convert dirham to dollars. Students access the following advertisements from Moroccan department stores:

- Aswak Assalam <http://www.aswakassalam.com/catalogue.asp>
- Marjane <http://promotionaumaroc.com/category/marjane/>

In groups, students make a shopping list and choose 10 items from the advertisement, converting the prices from Moroccan dirham to their US dollar equivalent. Students share a few of their price conversions and ratios with the entire class.

Outcome/Assessment

Students will have produced shopping lists with currency conversions.

Special Education and English Language Learners Accommodations

Color code the units when writing ratios so students can see that the same unit must correspond with each fraction. This will help when they need to set up their own ratios.

For example:

$$$.35 / 1 \text{ pencil} = x / 4 \text{ pencils}$$

Additional Resources

Web:

Currency Converter: <http://www.xe.com/currencyconverter/convert/?Amount=1&From=USD&To=MAD>

Wikipedia page: https://en.wikipedia.org/wiki/Moroccan_dirham

Includes a chart with a description of each banknote and its symbols (opportunity for extension and enrichment!)

Roman Artifact Geometry

Subjects: Math

Suggested Grade Levels: 6–8

Time Frame: 2 classes

*Michelle Shanahan,
St. Francis de Sales School*

Overview

Students will use Roman Artifacts to further develop their understanding of plane figures and transformations. These cultural artifacts will represent mathematics in multiple ways. (Can be applied using various artifacts depending on what culture the focus is on.)

Connection to Philadelphia World Heritage Tool Kit's Goal

Through this lesson, students will strengthen their appreciation and respect for the Roman people's cultural and natural heritage.

Core Curriculum Standards

- 7.G.E: Draw, construct and describe geometrical figures and describe the relationships between them.
- 7.G.2: Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.

Objectives

Students will be able to determine and use lines of symmetry; investigate rotational symmetry, including degree of rotation; create and use representations to organize, record, and communicate mathematical ideas; use representations to model and interpret physical, social, and mathematical phenomena; find evidence of geometry in artifacts and apply that to everyday objects.

Essential Question

How is geometry evident in Roman artifacts?

Materials Needed

Printed pictures of Roman artifacts with description, should be one for each student (link to website with artifacts in additional resources), a protractor, a ruler

Procedure

Step One: Ask students what an artifact is.

Step Two: Teacher will facilitate a discussion about the characteristics of an example image. Holding up a picture of a Roman Artifact, teacher will describe what it is and what it was used for. Then the teacher will ask students to describe the artifact and its distinguishing features. Ex: Lines of symmetry, angles, evidence of rotation, shapes used, etc. Write them on the board.

Step Three: Students will each be given an image of a Roman Artifact. That night for homework, they are to read about the artifact and then list properties and create a list of at least 5 distinguishing features unique to that artifact.

Step Four: The next day, students will share with a partner their artifact and the characteristics they found. Students will examine each other's artifact and add features that they additionally notice.

Step Five: Teacher will then give lesson on symmetry, and angles, which are important in order to create such intricate artifacts.

Step Six: After the lesson, students will find a different artifact from their classmate. They can either write a journal entry comparing the artifacts geometrically, or write a report on their findings (see link below for artifact recorder).

Step Seven: If time allows, volunteers can present a summary of their artifact to the class. Students can first try and guess what the object is and how it was used.

Outcome/Assessment

Students are asked to go home and find another example of geometry in a family heirloom and write a summary/report on their findings using what they learned in class today.

Special Education and English Language Learners Accommodations

Students who need a little extra help could be given a key of geometric features and properties so that they can reference this when examining their artifact.

For gifted students, once finished with activity, they could draw an image found on the artifact on graph paper using their protractor and determine the axis(es) of reflections and the degree of rotational symmetry.

Additional Resources

Web:

<http://www.roman-artifacts.com/>

<https://www.teacherspayteachers.com/Product/Artifact-Recorder-1414680>

High School Level

9th - 12th Grade

Rights Across the World

Subjects: Social Studies, Human Rights

Suggested Grade Levels: 9–12

Time Frame: 1–2 class periods

*Sarah Sharp,
William Penn Charter School*

Overview

Fair Hill Burial Ground (FHBG) is located at 2900 Germantown Avenue at Cambria Street, also bounded by Indiana Avenue and 9th Street, Philadelphia, PA. It is on the National Register of Historic Places.

Englishman George Fox, the founder of Quakerism, in 1691, willed the land on which the burial ground is situated to American Quakers for several uses, including a cemetery. At that time, the area consisted of farmland and wooded area outside of the Philadelphia city limits and it was on a major thoroughfare between Philadelphia and the outlying rural areas during the 18th century. The original Meetinghouse, built in 1703, was one of the first brick buildings in the Philadelphia area. There are few accounts of interments in the original burial ground. The area saw its share of skirmishes during the Revolutionary War, and the Meetinghouse was occupied by the British in the winter of 1777 after the Battle of Germantown. In the early 19th century, the property was expanded and burials resumed.

Many American Quaker reformers are interred at Fair Hill, perhaps most notably Lucretia Mott, Harriet Forten Purvis and Robert Purvis. Together, these individuals advocated for the abolition of slavery, racial desegregation, and the institution of equal rights for women in the mid-19th century in the United States.

These reformers' stories are local and connected to the history of Philadelphia, as well as of the United States in the 19th century. In fact, however, they remind us that the difficulties they targeted and their work as champions against them are part of our world's heritage. Their issues and advocacy link us to other countries and eras.

Connection to Philadelphia World Heritage Tool Kit's Goal

Various Americans, who were known for their efforts as reformers, are interred at the Fair Hill Burial Ground (FHBG) in Philadelphia. Their activities reflect the world heritage feature of consideration and advocacy for equality of treatment.

Core Curriculum Standards

Students should be able to read a variety of types of documents in order to summarize and analyze ideas about historical events, and determine relationships among the ideas. Students should be able to communicate their findings in writing.

Objectives

This lesson provides students with the opportunity to examine the lives and activities of human rights advocates in the United States as well as in other countries, starting in Philadelphia.

Essential Question

How have people advocated for human rights across the globe through time?

Materials Needed

Access to the internet, encyclopedias for research

Procedure

Teacher will introduce students to the reformers and their efforts, then challenge them to find other reformers across the world. Teacher may have students concentrate on one continent or time period.

One example, which students might investigate, is the history of Haiti and its independence movement and connection with the abolition of slavery on Hispaniola between the late 18th and early 19th centuries. A key individual in this story is Touissant Louverture (1743-1803).

Another possibility is the utilization of a burial ground to locate reformers with whom students can compare and contrast with FHBG. One example is the Santa Ifigenia Cemetery located in Santiago de Cuba, in southern Cuba, where Jose Julian Marti y Perez is interred, among other Cubans important in the history of Cuba. Jose Marti (1853-1895), essayist, poet, and revolutionary soldier, fought against Spain to help Cuba achieve independence.

Teachers may devote two class periods with accompanying homework to continue the investigations. Students may practice a collaborative approach to their research as well as outcomes.

Outcome/Assessment

On the last day, students will give oral presentations on their findings, and complete an essay writing assignment as homework, which describes and evaluates reformers' efforts across the global community. Teachers may require students to draw from a few or several of their fellow students' presentations as part of their essay development.

Additional Resources

Web:

<http://www.loc.gov/rr/hispanic/1898/marti.html>

<http://www.nationsonline.org/oneworld/History/Haiti-history.htm>

<http://kids.nationalgeographic.com/explore/countries/haiti/>

Yo, What Else Youse Got? The Case for Making Philadelphia a *True* World Heritage City

Subjects: American History

Suggested Grade Levels: 10

Time Frame: Variable

Susan Baraldi,

Philadelphia High School for Creative & Performing Arts

Overview

This lesson plan covers decisions on what Philadelphia sites students determine to be worthy of World Heritage status and how students conclude that those sites elevate Philadelphia to a true World Heritage City. The lesson requires that students promote Philadelphia by serving on committees to choose sites and overseeing them.

Connection to Philadelphia World Heritage Tool Kit's Goal

Philadelphia becoming a World Heritage City is an effort led by the City of Philadelphia and the Global Philadelphia Association. This lesson plan connects students to this effort.

Core Curriculum Standards

- CC.8.5.9-10. H, I, J
- CC.8.6.9-10. A, B
- CC.8.6.9-10. C, E, G, H

Objectives

Students will understand the importance of world heritage. They will learn to express a stronger sense of belonging and pride concerning Philadelphia's heritage. Groups of students will be involved in the conservation of the sites they recognize as Philadelphia treasure

Essential Question

Independence Hall is a UNESCO World Heritage Site. Sixty-six other Philadelphia buildings are National Historic Landmarks. How do these sites also contribute to Philadelphia's world heritage significance?

Materials Needed

Large sheets of paper, computer & library access

Procedure

Step One: Teacher displays info from the Organization of World Heritage Cities

- <http://www.ovpm.org/en/presentation>
- http://www.ovpm.org/en/historical_background_owhc

If students have access to personal computers, they can read above for preceding homework assignment to familiarize themselves with background info on Organization of World Heritage Cities.

Step Two: Use pair-share for students to explain the main points of the info from the above sites. Students jot down the main ideas as told to them by their partners. Report out in a class discussion.

Step Three: The teacher can use a pop quiz to check for understanding.

Step Four: Relay the following info to students: Independence Hall was designated a World Heritage Site in 1979, due to its impact on world governments. State that it is classified under “Criteria vi,” which “is directly or tangibly associated with events or living traditions, with ideas, or with beliefs, with artistic and literary works of outstanding universal significance.” The committee that nominated Independence Hall acknowledged that “vi” should be used with other criteria. Therefore, the students will determine what other Philadelphia landmarks would enhance the classification.

Step Five: Students will begin process of choosing landmarks by brainstorming in four groups. They write their ideas on large sheets of paper hung around room. Each group reads the other groups’ ideas then re-group with their original partners.

Step Six: Using computers and books, students research Philadelphia sites with each group agreeing on one.

Step Seven: Each group splits up into committees to oversee the World Heritage sites.

Student World Heritage Site Committees:

1. **Cultural Preservation Commission** – will work on upkeep and overseeing the site
2. **Tourist Commission** – will work on tourist access and keeping the site safe from destruction by visitors. Will also be in charge of informational materials for tourists and signs at sites
3. **Education Commission** – will work on educating the public on the importance of the World Heritage sites. Will also be in charge of education materials for schools
4. **Financial and Legal Commission** – Will be in charge of raising money and keeping sites following legal codes

Step Eight: Each group presents their site info from the above committees while making their case for the importance of their chosen site.

Outcome/Assessment:

Each student will write a persuasive essay about their group’s site to include info from their group’s commission concerns. The essay should be a culmination of their group’s handling of the site and how it elevates Philadelphia as a World Heritage City.

Special Education and English Language Learners Accommodations

The essay may be replaced with a (pre-printed) flow chart showing the work of the commissions and a concluding sentence about the site’s importance.

Creating a Historical Context for United States' Emergence as a World Power

Subjects: American History, World Cultures

Suggested Grade Levels: 9–12

Time Frame: Variable

*Alexis Johnson-Sziy
Catasauqua High School*

Overview

Students will work in small groups to gather background information (through print and online sources) related to United States' expansionism as it occurred in the late 19th and early 20th centuries in a specific country or region. Paying close attention to what happened in Asia, the Pacific, the Caribbean, and Central America will be particularly productive. As each group develops its research, they should utilize World Heritage sites where possible, such as <http://whc.unesco.org/en/list/502> which describes the 16th century Spanish city of Vigan in the Philippines, or <http://whc.unesco.org/en/list/790> which documents the city of Panama Viejo in Panama. Such World Heritage sites provide critical context for later American expansionism, giving students a basis for asking and answering questions about the impact of the succession of expansionist efforts, especially on the native populations. There are many additional sites that students will find, using this link: <http://whc.unesco.org/en/list/> Each group will use its information to create an infomercial that summarizes United States' expansionism in that particular area, addresses multicultural perspectives and indigenous peoples' responses, as well as the historical context for US activities. Groups may also address key questions related to expansionism and imperialism and the differences between both characterizations.

Connection to Philadelphia World Heritage Tool Kit's Goal

Transnational expansionism has occurred for centuries across the globe. It is possible to study and see the evidence of those events and understand the impact that United States expansionism has had on the culture of indigenous people.

Core Curriculum Standards

Students should be able to analyze a variety of documents and artifacts about historical events and determine relationships among peoples. Students should be able to communicate their findings within a variety of products.

- 5.4.12.D: US interaction with other nations in world events.
- 6.4.12.G(1): Traits and distribution of extractive industries.
- 6.4.12.G(1): Traits and distribution of extractive industries.
- 7.3.12.E(3): The effects of political conflicts
- 8.1.12.C(5): Historical Interpretations: Causes and Results
- 8.3.12.D(5): US since 1890: military conflicts
- 8.3.12.A(1): US since 1890: Contributions of political leaders
- 8.4.12.C(3): Historical continuity and change since 1450: Asia

Objectives

Students will be able to identify and analyze the different perspectives associated with American and European expansionism in specific locations. These locations include but are not limited to Alaska, China, Cuba, Guam, Hawaii, Mexico, Panama, Philippines, Puerto Rico.

Essential Question

Paying special attention to multicultural perspectives and indigenous peoples, what were the effects of United States' and European expansionism?

Materials Needed

Textbook: *United States History: Modern America*

Additional print and online sources covering geographic regions where the United States conducted expansionism in the late 19th and early 20th centuries; Animoto, iMovie, Paperslide Video Instruction Sheets

Procedure

Introduction: One way to begin this lesson is to focus on the creation of the colony of Pennsylvania, particularly William Penn's charter arrangements, to see the political dimensions, and his relationship with the Lenape, to see aspects of the settlement process. Benjamin West's 1771 painting "*William Penn's Treaty with the Indians*" of when Penn founded the Province of Pennsylvania in North America, included in this lesson is held at the Pennsylvania Academy of the Fine Arts, in Philadelphia. Students may review the textbook pages covering the settling of Pennsylvania in the 1680's. Small groups may address the painting's various features, and develop questions about it, especially considering what the possible points of view the people in the painting might have had. Such work can then lead to the fuller focus of the lesson, which is to better understand United States' expansionism in the late 19th and early 20th centuries across the globe.

Activity: In small groups students will research and collect information relating to United States' expansionism in a specific country or region. There will be 2 research class periods and 2 creation class periods. Using a graphic organizer they will create a script/storyboard for an infomercial about expansionism in their assigned region/country. Infomercials should address the economic, political, and cultural motivations for expansionism, and the impact on native populations. Students will present infomercials and fill in graphic organizers for each area.

Outcome/Assessment:

Each student will select several of the group presentations to use as a foundation to write a document-based essay answering the essential question. Each group's infomercial will be considered a single document. There can also be a rubric for evaluation of the infomercial.

Additional Resources

Imperialism Political Cartoons: Search links on Teacher Webpage

Teacher created Graphic Organizer for information gathering

Storyboard Graphic Organizer

Animoto, iMovie, and Paperslide Video Instruction Sheets

A Global and Historical Context for the U.S. Prison System

Subjects: Government, Economics

Suggested Grade Levels: 9–12

Time Frame: 1–2 classes

Ryan Nase,

Tacony Academy Charter School

Overview

Through time, governmental systems have created numerous ways to handle offenders. Many times, community officials incarcerate these individuals or otherwise remove them from society. Society has differing beliefs regarding the proper treatment, confinement, and punishment for crimes. Because this lesson invites comparisons and contrasts across three different settings (Eastern State Penitentiary in Philadelphia, historical convict institutions in Australia, and Ocean County New Jersey Jail), students will be able to see a global and historical context for various prison settings in the United States. Teachers usually cover the United States criminal justice system in Government and Economics classes, so this lesson will assist teachers in this topic. In addition, students will have the opportunity to consider several current controversies over treatment of offenders in correctional facilities (such as the “school to prison pipeline” idea), as well as to see a concrete example of current separation of powers between the federal and state governments, and application of funding streams to these operations.

Connection to Philadelphia World Heritage Tool Kit’s Goal

This lesson connects directly to Philadelphia as a World Heritage city because students will consider the historical culture as it is tied to a major local landmark, Eastern State Penitentiary, and it introduces culture and global studies to the students. The lesson on Criminal Justice begins by taking a unique field trip to Eastern State Penitentiary in order to provide background knowledge on the history of prison systems, specifically the contributions of Quaker ideals and the use of solitary confinement throughout the history of prisons. Students may also study some of the key architectural features such as the purposeful physical design for prisoner confinement and central heating system. If such a trip is not possible, the penitentiary’s website offers a great deal of useful information.

- <http://www.easternstate.org/home>

Students will raise major questions about crime and punishment, which have been and still are major features of politics and culture in the United States and around the world.

Core Curriculum Standards

- 5.1.12.A: Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.
- 5.3.12.C: Evaluate how government agencies create, amend, and enforce regulations.
- 6.3.12.A: Evaluate the costs and benefits of government decisions to provide public goods and services.

Objectives

Using primary and secondary sources students will compare and contrast the Quaker ideals used at Eastern State Penitentiary to the Australian convict system and practices from a similar time period (late 18th through the late 19th centuries). They may also investigate other convict systems that operated in the United States during this era. Students will move on to study 21st century prisons in the United States. To show their abilities to make comparisons and contrasts, students may create several Venn diagrams. Students will also use primary and secondary sources from magazines and the Pennsylvania and New Jersey state tax websites, the students will examine how the states of Pennsylvania and New Jersey bring in money and the resources made available from those funds in order to justify 2 points supporting or opposing government spending in Pennsylvania and New Jersey. Using their Venn diagrams and notes from the previous day, the students will complete a “perfect paragraph,” justifying at least 3 changes that could be made that would enhance the current penal systems in these two states.

Essential Question

How have various nations housed prisoners and used their confinement, and how could American leaders make the American penal systems less necessary and more effective?

Materials Needed

Internet, projector/SmartBoard, speakers, loose-leaf paper, and pens

Procedure

Step One: Pose the question: Which is more important to maintain order in society a good school system or a good prison system? Students will discuss and share.

Step Two: Students will work in collaborative groups to read “General Overview” from Eastern State Penitentiary and identify what they believe are the 5 most important details. Groups will pick a representative to then share their details with the rest of the class.

- <http://www.easternstate.org/learn/research-library/history>

Students may also complete the same process with the material covering the historical Australian convict sites.

Step Three: Students will take virtual tour of Ocean County Jail. While viewing the virtual tour we will discuss some of the major differences, and the class will form a “Class List” which records what differences between they see on the virtual tour of Ocean County Jail and what they saw on their actual tour of Eastern State Penitentiary.

- <http://www.co.ocean.nj.us/corrections/VirtualTour.htm>

Step Four: Students will again work in groups to complete Venn diagrams comparing the similarities and differences between Eastern State Penitentiary and the Australian convict sites, and 21st century prisons such as Ocean County Jail.

Step Five: Students will begin Day 2 or continue to Phase 2 by examining two primary sources and using a method we use known as SOAPSTONE to describe what they see

- S = Subject O = Occasion A =Audience P =Purpose S = Speaker TONE.

Students will analyze the CNN.com infographic detailing prison spending state by state the United States. Students will reexamine “The Big Graph” from Eastern State and discuss their ideas about it.

- <http://www.money.cnn.com/infographic/economy/education-vs-prison-costs/>
- <http://www.easternstate.org/support/considering-mass-incarceration-2016-exhibit-foster-dialogue>

Step Six: Students will participate in Guided Reading Activity of the Forbes magazine’s discussion on education and prison spending in Philadelphia practicing the skill of identifying key information.

- <http://www.forbes.com/sites/mattstroud/2013/06/17/philadelphia-schools-closing-while-new-400-million-prison-under-construction/>

Students will then examine the ACLU definition of “school to prison pipeline,” education and prisons, and what it means and justify whether they believe more money spent on education could lead to the need for fewer prisons.

- <https://www.aclu.org/>

Step Seven: Students will watch and discuss the YouTube video about the Alternatives to Violence Project in the American prison system.

- <http://www.youtube.com/watch?v=8oyh7jiY9Jk>

Outcome/Assessment

Create a 5–7 sentence paragraph that introduces the reader to the American prison system which has these features:

- Describes one difference between Eastern State Penitentiary and most American prisons of today
- Accounts for why, statistically, more Americans incarcerated than in other countries
- Suggests 2 changes that government officials could make to help make today’s American prisons better
- Explains what additional research can prove.

Special Education and English Language Learners Accommodations

ELL students will be paired with higher ability students to assist with work completion and translations. Objectives, Goals, and Instructions will be both visual and verbal. Special Ed and lower level students will be given scaffold instructions, Graphic Organizers, and guided notes to assist them in the completion of their work. Students with IEP’s will complete modified Exit Ticket.

Additional Resources

Web:

<http://www.easternstate.org/history-eastern-state>

<http://whc.unesco.org/en/list/1306>

<http://www.co.ocean.nj.us/CorrectionsWebSite/>

A Bill of Rights For Women in Afghanistan

Subjects: Social Studies

Suggested Grade Levels: 12

Time Frame: 4 classes

Heidi King,
South Philadelphia High School

Overview

By reviewing articles and videos about women’s rights in Afghanistan and reading the novel *A Thousand Splendid Suns* by Khaled Hosseini, students will extend their evaluation of the Bill of Rights in the US Constitution to evaluate global human rights violations and our collective human responsibility to severely oppressed members of another nation and culture. Questions of religious self-determination and human rights will be explored, as well as potential consequences of United States intervention in women’s rights Afghanistan. Students will draw upon previous journal reflections based reading and responding daily to essential questions and discussions of *A Thousand Splendid Suns*.

Connection to Philadelphia World Heritage Tool Kit’s Goal

Students will consider the responsibilities and limits of world human rights advocacy and intervention as they explore Afghanistan in terms of culture, economics, environment, politics, religion and gender.

Core Curriculum Standards

- 8.5.11-12.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- 8.6 11-12 A: Write arguments focused on discipline-specific content.
- 8.5.11-12.H: Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

Objectives

Students will be able to craft and defend the contents of their team’s “Bill of Rights for Women in Afghanistan” based on team analysis of women’s lives as portrayed in Khaled Hosseini’s novel *A Thousand Splendid Suns* and nonfiction articles and current events about Afghanistan. This is intended to be a culminating assignment on constitutional rights and global human rights advocacy. Students will be able to analyze and evaluate each team’s “Bill of Rights for Women of Afghanistan” from the possible perspectives and points of view of Afghan citizens.

Essential Question

What human rights violations affect women in Afghanistan? What factors need to be considered in advocating for equal rights for women in Afghanistan?

Materials Needed

Khaled Hosseini’s novel *A Thousand Splendid Suns* (optional), large poster size paper for each team, markers, news articles, and videos (links for articles and videos listed under additional resources)

Procedure

Day One: Students in academically heterogeneous teams will read and take notes on the articles and videos provided. Students will share with each other their findings and identify a list of human rights violations.

Day Two: Student teams will write a “Bill of Rights” to address these human rights violations. They will each choose a different character from *A Thousand Splendid Suns* and write a ½ page response to the proposed Bill of Rights from the perspective of that character. If the class has not read the novel, students can choose to write from the perspective of one of the following: an Imam, a Taliban member, a young woman raised by parents who support her education, a man with 3 wives, a woman married to a man with 2 other wives, or the owner of a jail filled with women who were convicted of crimes in a society where women do not have equal rights.

Day Three: Student teams present their Bill of Rights and have fishbowl discussion as if they are the characters from *A Thousand Splendid Suns* or the people listed above. Class votes on various amendments to be included in the class “Bill of Rights for Afghan Women” following discussion.

Day Four: Teams meet to consider and evaluate obstacles to establishing a “Bill of Rights for Women.” Groups share out and formulate proposals to negotiate with those who may oppose their newly crafted Bill of Rights.

Outcome/Assessment

Teacher will have team/individual conferences throughout the four-day lesson. Rubric for engagement expectations may be created.

Special Education and English Language Learners Accommodations

Videos/images provided, conferencing, collaborative writing

Additional Resources

Web:

<http://jama.jamanetwork.com/article.aspx?articleid=187827>

<http://hir.harvard.edu/archives/8337> (An abstract or quick review of the article listed above)

https://www.youtube.com/watch?v=2X2hGQ7V_Ro (Video showing interviews with women about abuse)

<https://www.youtube.com/watch?v=sfHpDtpEmOI>

<http://www.theguardian.com/world/2012/mar/28/afghan-women-jailed-moral-crimes>

From Ideas to Realities: Enlightenment Influences in Philadelphia

Subjects: European History, World History, Social Studies

Suggested Grade Levels: 9–12

Time Frame: Variable

*Margaret Smith,
Friends Select School*

Overview

The Enlightenment was an eighteenth-century intellectual movement that began in Europe and led to cultural, and political consequences around the globe. One such commonly cited consequence is the American Revolution. The ideas of Enlightenment writers such as Montesquieu, Voltaire, John Locke, and others can easily be found in the Declaration of Independence. But the influence of the Enlightenment in Philadelphia extends far beyond the revolution. Numerous events and institutes from late eighteenth and early nineteenth-century Philadelphia can be studied to understand how ideas from one part of the world can become realities in other places around the globe.

After studying the Enlightenment and the writings of specific Enlightenment authors, students will identify a late eighteenth or early nineteenth-century event or institute in Philadelphia that can be considered an extension of the Enlightenment project. Students will research their event or institute in order to make an argument for how it demonstrates the transformation of intellectual ideas from Europe into political and cultural realities in Philadelphia.

Examples of Enlightened Projects in Philadelphia:

- Independence Hall's Assembly Room
- Courtroom of the Pennsylvania Supreme Court
- Charles Wilson Peale's Museum
- Library Company of Philadelphia
- University of Pennsylvania
- American Philosophical Society
- Pennsylvania Academy of the Fine Arts
- Academy of Natural Sciences
- Franklin Institute
- Eastern State Penitentiary
- Centennial Exhibition

Connection to Philadelphia World Heritage Tool Kit's Goal

This lesson provides a direct opportunity to explore Philadelphia's global history. This lesson also explicitly challenges students to develop a transnational analysis as they trace the spread of ideas from Europe to they development of cultural and political realities in other regions of the world.

Core Curriculum Standards

- CC.8.5.11-12.A: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CC.8.5.9-10.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- CC.8.5.11-12.E: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- CC.8.5.11-12.G: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CC.8.6.11-12.A: Write arguments focused on discipline-specific content.
- CC.8.6.11-12.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- CC.8.6.11-12.F: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CC.8.6.11-12.G: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- CC.8.6.11-12.H: Draw evidence from informational texts to support analysis, reflection, and research.

Objectives

Students will demonstrate their understanding of specific Enlightenment ideas and values, while also exploring how intellectual movements in one part of the world can shape culture and politics in other regions of the globe by identifying and analyzing Philadelphia events and institutes that reflected the values and goals of the Enlightenment.

Students have the opportunity to practice a number of research, reading, analysis, writing, and presentation skills. Students will synthesize information from various eighteenth-century European primary sources then apply and test their understanding in a novel context, that of independently researched events and institutes in Philadelphia.

Essential Question

What happens to ideas as they become realities?

Materials Needed

Access to computer for online research and technology-related projects, materials for posters or other physical projects.

Procedure

This lesson is designed to be the culminating activity for a unit on the Enlightenment. The full unit would take approximately two to two and a half weeks. (Teachers could adjust the timetable as necessary to fit their schedule and curriculum priorities.)

Students will begin reading selected Enlightenment primary sources, in full or excerpts, as determined by their teacher. After a discussion of individual authors' arguments, students would work to synthesize the various authors' main ideas into a list of convergent ideas and values of the Enlightenment.

Students would then read and study some of the Enlightenment cultural projects and political developments in eighteenth-century Europe such as the publication of the *Encyclopédie*, the spread of newspapers, and the creation of lending libraries. (Here too, teachers' schedule and curricular priorities would dictate the breadth and depth of this content.) Students should have the opportunity to discuss and debate any perceived conflicts between Enlightened ideals and practices, such as the value of liberty in an age of slavery, or the exclusion of women from scientific societies.

The unit would culminate with students surveying eighteenth and nineteenth-century intellectual, cultural, and political developments in Philadelphia looking for evidence of Enlightenment values and ideas. Students would select one cultural institute or political event that they believe demonstrates the spread of the Enlightenment project to Philadelphia, and students would then research that event or institute in depth. (Depending on the age, research skill level, and/or time available, teachers may want to have students search for these from scratch, scaffold the research process by providing students with a list of recommended websites, or scaffold even further with a predetermined list of potential Enlightenment sites and events in Philadelphia.)

As they conduct their research, students would prepare an argument that demonstrates the way(s) in which the event or institute reflects a continuation of the Enlightenment project abroad. As evidence for their argument, students should connect specific elements in their chosen event or institute to specific quotes from Enlightenment authors.

This lesson is scalable. Depending on the nature of the course and/or the size and of the class, some teachers might elect to expand beyond Philadelphia in order to demonstrate the global influence of the Enlightenment. In that case students could research events and institutes in other US cities or in other parts of the world beyond Europe.

Outcome/Assessment

Students will present their arguments to the class. Depending on the age, presentation skill level, time, and/or available technology, teachers may want to have students present orally (with or without an accompanying visual presentation), in a written essay, in a poster session, or through the creation of websites.

Special Education and English Language Learners Accommodations

If the technology is available, ELL learners could prepare a movie in lieu of an oral presentation. They would still meet the requirement of presenting their argument, but they would be able to control the pace of their presentation, chunk their speaking efforts, make revisions, and have the ability to edit the final work.

Additional Resources

Web:

Enlightenment background & primary sources: <http://legacy.fordham.edu/halsall/mod/modsbook10.asp>

Map of eighteenth-century Philadelphia: <http://teachingamericanhistory.org/convention/map/>

Descriptions of eighteenth-century Philadelphia:

<http://nationalhumanitiescenter.org/pds/becomingamer/growth/text2/philadelphiadescriptions.pdf>

Overview of the Enlightenment: <http://www.britannica.com/event/Enlightenment-European-history>

Overview of the Enlightenment: <http://plato.stanford.edu/entries/enlightenment/>

Overview of the Enlightenment: <http://www.history.com/topics/enlightenment>

Independence Hall's Assembly Room:

<http://www.nps.gov/inde/learn/historyculture/places-independencehall.htm>

Courtroom of the Pennsylvania Supreme Court:

<http://www.nps.gov/inde/learn/historyculture/places-independencehall.htm>

Charles Wilson Peale's Museum: <http://www.npr.org/templates/story/story.php?storyId=92388477>

Charles Wilson Peale's Museum: <https://journals.ku.edu/index.php/amerstud/article/viewFile/2470/2429>

Library Company of Philadelphia: <http://www.librarycompany.org/about/index.htm>

University of Pennsylvania: <http://www.upenn.edu/about/history>

American Philosophical Society: <http://www.amphilsoc.org/about/campus/philosophicalhall>

American Philosophical Society: <http://www.amphilsoc.org/about>

Pennsylvania Academy of Fine Arts: <https://www.pafa.org/museum/history-pafa>

Academy of Natural Sciences: <http://www.ansp.org/about/academy-history/>

Franklin Institute: <https://www.fi.edu/about-us/mission-history>

Eastern State Penitentiary: <http://www.easternstate.org/learn/research-library/history>

Centennial Exhibition: <http://www.lcpimages.org/centennial/index.htm>

Philadelphia: A City of Neighborhoods

Subjects: American History

Suggested Grade Levels: 5–12

Time Frame: 1 month outside of class project

*Andrew Adams,
Northeast High School*

Overview

Philadelphia is known as a city of neighborhoods. Through independent research, students will engage in a multidisciplinary research assignment to investigate an assigned neighborhood with the goal of teaching their classmates about the rich tapestry of Philadelphia.

Connection to Philadelphia World Heritage Tool Kit's Goal

Philadelphia is a microcosm of the world. Each of its numerous neighborhoods has its own distinctive cultural heritage, architectural style, and historical flavor. After thoughtful research, students will have a greater appreciation for the diversity in Philadelphia and its World Heritage City designation. This project will extend students knowledge of their own city, particularly in the field of architecture, culture, environmental and societal heritage features. Students will embark on a journey that explores historical and today's global Philadelphia.

Core Curriculum Standards

- 8.3.9.C: Analyze how continuity and change have impacted the United States:
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organizations
- 1.2.11-12.G: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- 1.4.11-12.A: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

Objectives

Students will be able to identify two or more central ideas of a text in order to compose an objective summary via PowerPoint. Students will be able to analyze a complex set of ideas or sequence of events in order to explain how specific individuals, ideas, or events interact and develop over the course of a text. Students will be able to analyze various accounts of a subject told in different mediums in order to determine which details are emphasized in each account.

Essential Question

How has Philadelphia evolved from the cradle of liberty to a major player on the World Stage?

Materials Needed

Laptops, Internet access, Library access, Field trip to *Philadelphia History Museum at Atwater Kent* (optional), Camera (optional)

Procedure

Complete Pre-Lesson Activity: “A People’s Atlas of Philadelphia” (See Below)

Step 1: Students will select a specific Philadelphia neighborhood to research:

- Spring Garden
- Grays Ferry
- Point Breeze
- Queen Village
- Washington Square West
(Gayborhood) / Bella Vista / Society Hill
- Pennsport / South Philadelphia
- Chestnut Hill / Mount Airy
- Fishtown / Kensington
- Bridesburg / Tacony / Frankford
- Chinatown
- University City
- Near NE Philly (South of Rhawn St)
- Fairmount / N. Philadelphia
- Roxborough / Manayunk
- Overbrook
- Oak Lane / Fern Rock / Olney / Logan
- Nicetown / Tioga / Hunting Park
- Old City / Penn’s Landing
- Far Northeast Philadelphia
(North of Rhawn St.)

Step 2: Students will create and deliver a 10 slide minimum PowerPoint presentation discussing the following topics:

- Current Demographics
- Places of Worship
- History of the Neighborhood
- Land Use
- Demographics
- Current Usage
- Contributions to Philadelphia
- Photograph a “neighborhood heritage site” of their choosing, and explain it’s significance.
- Examples
 - Frank Rizzo Mural on South Street
 - Chinatown Arch

Step 3: Students will write a 2-page paper discussing the main points of their PowerPoint while answering the essential question in regards to their assigned neighborhood.

After Presentations: Students will revisit the pre-lesson activity and again complete “A People’s Atlas of Philadelphia”

Outcome/Assessment:

Students will have learned about the entire City of Philadelphia from their classmates and shared their independent research with the class. Students will gain an appreciation for the designation “World Heritage City.”

Rubrics for assessment below.

Additional Resources

Web:

<http://philadelphiaencyclopedia.org/archive/city-of-neighborhoods/>

<http://www.philadelphiahistory.org/>

<http://census.gov/censusexplorer>

<http://urbanresearchmaps.org>

<http://www.philadelphiahistory.org>

Print:

Italians of Philadelphia, Donna J. DiGiacomo. ISBN-13: 978-0738550206

Philadelphia Neighborhoods, Gus Spector. ISBN-13: 978-073855744

Becoming Old Stock: The Paradox of German-American Identity, Russell A. Kazal. ISBN-13: 978-0691050157

Neighborhood Dependent Selected Reading:

Germantown, Mount Airy and Chestnut Hill, Judith Callard

Manayunk, Thom Nickles. ISBN-13: 978-0738505114

Oak Lane, Olney, and Logan, Marita Krivda Poxon. ISBN-13: 978-0738573861

Roxborough, Deborah Del Collo. ISBN-13: 978-073857555

Philadelphia's River Wards, George Holmes. ISBN-13: 978-0738512129

Remembering Northeast Philadelphia, Harry Silcox. ISBN-13: 978-1596296152

South Philadelphia: Mummies, Memories, and the Melrose Diner, Murray Dubin.
ISBN-13: 978-1566394291

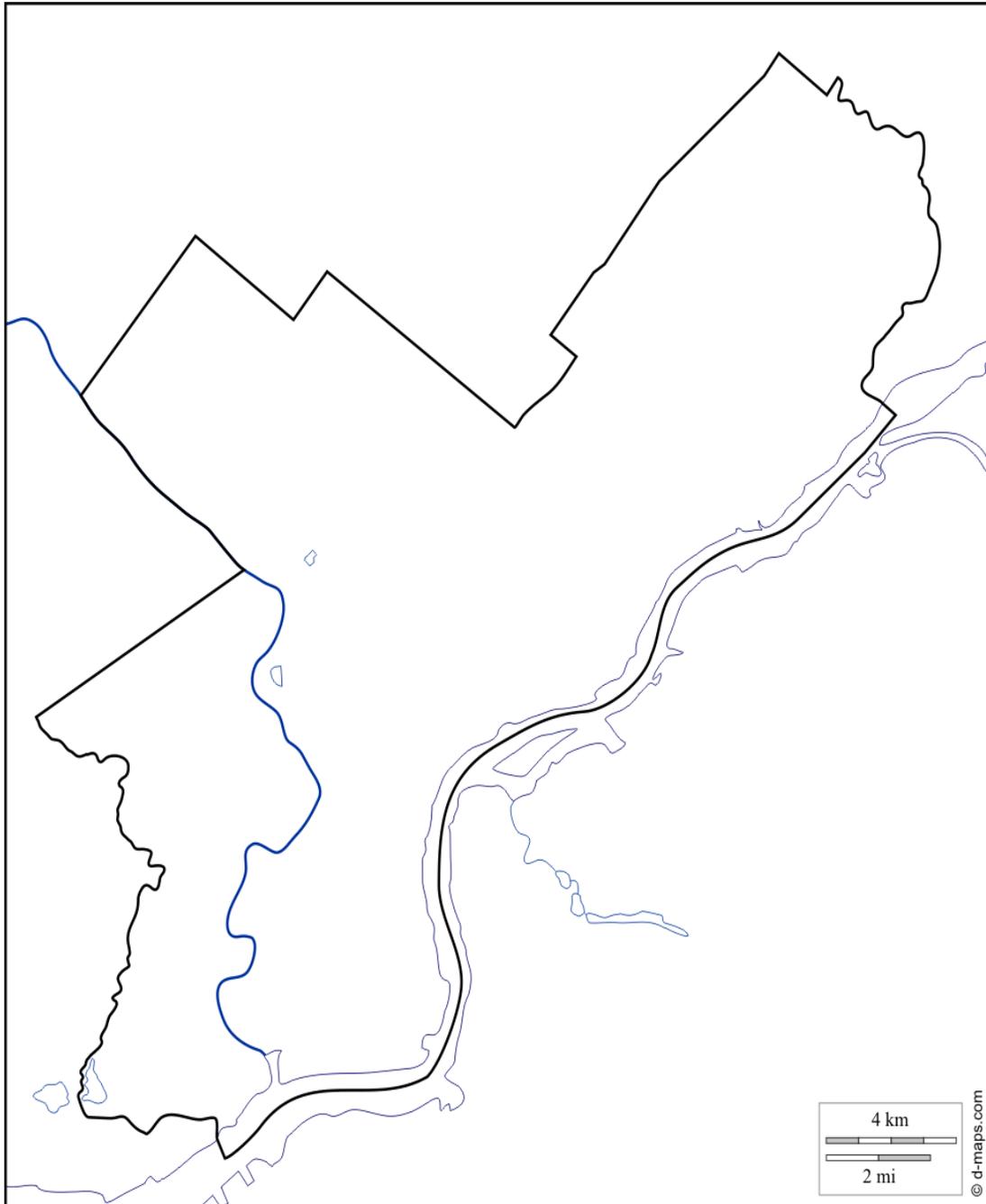
Strawberry Mansion: The Jewish Community of North Philadelphia, Allen Meyers.
ISBN-13: 978-0738502342

The Jewish Community of West Philadelphia, Allen Meyers. ISBN-13: 978-0738508542

Blank Map of Philadelphia for Pre and Post Activity

Pre-Lesson: Create a “People’s Atlas of Philadelphia”- Place 7–10 “facts” or preconceptions in the appropriate geographic area.

Post-Lesson: After presentations complete another “People’s Atlas of Philadelphia” and compare and contrast what you’ve learned.



ORAL PRESENTATION RUBRIC

Presenter: _____ Evaluator: _____

Literacy in Speaking:

- to make an oral presentation to one's class
- to communicate in a manner that allows one to be both heard and understood
- to convey one's thinking in complete sentences

SPEAKING SKILLS	<i>All elements present</i>	<i>Most elements present</i>	<i>Some elements present</i>	<i>No elements present</i>
Delivery (Presenter doesn't rush, shows enthusiasm, avoids <i>likes, ums, kind ofs, you knows, etc.</i> Uses complete sentences.)	4	3	2	1
Eye Contact (Presenter keeps head up, does not read, and speaks to whole audience.)	4	3	2	1
Posture (Presenter stands up straight, faces audience, and doesn't fidget.)	4	3	2	1
Volume (Presenter can be easily heard by all. No gum, etc.)	4	3	2	1
CONTENT	<i>All elements present</i>	<i>Most elements present</i>	<i>Some elements present</i>	<i>No elements present</i>
Introduction	4	3	2	1
Presentation begins with a clear focus/thesis.				
Topic Development	4	3	2	1
a. Presentation includes all elements previously determined by the teacher.				
b. Presentation is clearly organized. (Material is logically sequenced, related to thesis, and not repetitive.)	4	3	2	1
c. Presentation shows full grasp and understanding of the material.	4	3	2	1
Conclusion	4	3	2	1
a. Presentation highlights key ideas and concludes with a strong final statement.	4	3	2	1
b. Presenter fields questions easily.	4	3	2	1

TOTAL NUMBER OF POINTS:

35 – 40 = A 29 – 34 = B 23 – 28 = C 17 – 22 = D 10 – 16 = F

* Evaluator: Place comments beside each description

Literacy Initiative Grading Rubric for Informational Paper

	Exceeds Expectations pts. _____	Meets Expectations pts. _____	Approaches Expectations pts. _____	Does Not Meet Expectations pts. _____	Did Not Complete Assignment pts. _____
Focus How well do you answer EQ and stay on topic?	Has a clear and interesting thesis statement that stays on topic with evident awareness of task. Message of writing indicates originality and creativity.	Has a clear thesis statement or point. Stays on topic with distinct message throughout writing. (turns the prompt around)	Thesis statement is present but lacks clarity when answering the EQ or prompt. Writing occasionally deviates from thesis.	Thesis statement is not present and writing fails to have a coherent message throughout.	No thought has been given.
Content Does the writing contain relevant information with explanation or elaboration?	Writing contains at least two optimal examples from text and/or class with insightful elaboration or explanation.	Writing contains two relevant examples from text and/or class with sufficient elaboration or explanation.	Writing contains one relevant example from text and/or class with some elaboration or explanation.	Writing contains one relevant example from text and/or class with little to no elaboration or explanation.	No relevant examples are present.
Organization Are ideas formatted in a meaningful, logical manner with transitions?	Writing is arranged in a logical and meaningful manner with engaging introduction and conclusion. Paragraphs flow seamlessly with transitions and topic sentences.	Writing is arranged in a logical or manner with clear introduction, body paragraphs, transitions and conclusion.	Writing contains introduction, body paragraphs, and conclusion.	Writing lacks introduction, body paragraphs, and/or conclusion. Organization interferes with message.	Writing is not organized and prevents meaningful message.
Style & Mechanics How well does it read? Is the writing grammatically correct?	Uses appropriate tone and vocabulary for assignment. Contains 0 mistakes in grammar, mechanics, spelling, usage and sentence formation.	Uses appropriate tone and vocabulary for assignment. 3 or fewer mistakes in grammar, mechanics, spelling, usage and sentence formation.	Attempts appropriate tone and vocabulary for assignment. 4-5 mistakes in grammar, mechanics, spelling, usage and sentence formation.	Uses inappropriate tone and vocabulary that obscures message. 6 mistakes in grammar, mechanics, spelling, usage and sentence formation.	More than 6 mistakes in grammar, mechanics, spelling, usage and sentence formation. Mistakes interfere with content clarity.
Process Did you... stay on task, complete assigned steps in a timely manner?	Completes all assigned before and during steps on time. Uses classtime effectively.	Completes all assigned steps on time.	Completes most assigned steps on time.	Completes few assigned steps.	Majority or all steps incomplete.

20 = 100% | 15 = 85% | 10 = 70% | 5 = 55%

Prison Systems—Then & Now

Subjects: Language Arts, Social Studies, Social Justice

Suggested Grade Levels: 9–12

Time Frame: 2 weeks

*Annabelle Lyons,
Constitution High School*

Overview

The Eastern State Penitentiary (ESP) is located at 2027 Fairmount Avenue, (between 20th Street and 22nd Street on Fairmount Avenue). It is a National Historic Landmark. ESP was opened on October 25, 1829 and is considered the world's first penitentiary. Constructed during the period of Enlightenment, ESP was built to change incarceration with the intention of reforming criminals. At that time, prisons were simply way stations, holding large groups of assorted men, women and children who had committed crimes of varying severity until their term was completed. ESP broke with this tradition and sought to reform criminals through solitary thought, penitence and hard labor. Through this lesson, students will exam the history of ESP and its social mission. They will explore the experiences of visitors, staff and inmates and make connections to modern day prison systems.

Connection to Philadelphia World Heritage Tool Kit's Goal

This historical site provided the basis for the modern American prison system as well as prison systems across the globe. It marked a new age in prison reform and in the rights of convicts. Though its history is problematic, it serves as a rich source for understanding the history of America's prison system and modern day prison systems across the globe, and as an educational tool for exploring the rights of prisoners.

Core Curriculum Standards

- ELA-LITERACY.RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- ELA-LITERACY.RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- ELA-LITERACY.RI.11-12.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- ELA-LITERACY.RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- ELA-LITERACY.W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- ELA-LITERACY.W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Objectives

Students will read, synthesize and analyze a variety of texts to evaluate historical, cultural and social perspectives influencing the development of Eastern State Penitentiary. Students will explore the historical landmark to gain a first person perspective of its cultural and historical impact. Students will write creatively in order to evaluate the impact of principles guiding the construction and development of the Eastern State Penitentiary. Students will conduct research in order to analyze the influence of the Eastern State Penitentiary on other current and global prison system.

Essential Question

How has the purpose or goal of prison changed over the course of time? How does our treatment of criminals over time reflect our ideals and limitations as a society?

Materials Needed

Internet access, access to computers (ideally), print sources

Procedure

Complete Pre-Visit Activities: In preparation for their visit to the Eastern State Penitentiary, students will read a series of documents analyzing the history and philosophy surrounding the prison. Students will start by reading *Eastern State Penitentiary: A Prison With a Past* by Chai Woodham (link provided below). In addition to this text, students will be provided with Roberts Vaux's principles of the Pennsylvania system, taken from the *Eastern State Penitentiary Historic Structures Report* referenced in the additional resources section.

Roberts Vaux of the Philadelphia Society, who had been extensively involved in the planning of the penitentiary, summarized the basic principles of the system:

1. Prisoners should be treated not vengefully but in ways designed to convince them that through hard and selective forms of suffering they could change their lives;
2. To prevent the prison from being a corrupting influence, solitary confinement of all inmates should be practiced;
3. In his seclusion the offender was to have an opportunity to reflect on his transgressions so that he might repent;
4. Solitary confinement is a punishing discipline because man is by nature a social being; and
5. Solitary confinement is economical because prisoners do not need long periods of time to benefit from the penitential experience; fewer keepers are required, and the costs of clothing are reduced. The strong faith in reformation coupled with deterrence is very evident.

Students will be required to summarize and synthesize the readings by answering questions in both discussion format and in writing.

Students will read an excerpt (specifically chapter 7) from Charles Dickens' *American Notes for General Circulation* Volumes 1–2, which details Dickens' trip to Philadelphia and the Eastern State Penitentiary. Students will be required to compare and contrast Dickens' description of Philadelphia with their knowledge of the modern day city. They will also complete close reading activities with Dickens' description of the penitentiary. These activities will provide context for the students' next activity, visiting the penitentiary itself.

Visiting ESP: Through their visit, students will explore stories of the inmates as well as examining some of the problems the institution faced throughout its history. School District of Philadelphia and Charter school students receive free admission to ESP. Scholarships for buses are also available. Please visit the Eastern State Penitentiary's website for more information: www.easternstate.org

After Returning: Students will be required to write a reflection on their visit in the form of diary entries or letters from the perspective of an inmate or guard. In addition to this assignment, students will be asked to research another historical prison in a different country (websites to other historical prisons available on the ESP website) and compare it to ESP through a poster or presentation.

Current Practices Essay: Finally, students will research current practices in American prison systems after reading first hand accounts from inmates. Students will evaluate the principles set forth by Roberts Vaux and compare them to the modern day treatment of inmates through an analysis essay.

Formal essay assignment prompt:

“After researching current practices in the American prison system, review Vaux’s principles guiding the treatment of inmates at Eastern State Penitentiary. Choose two principles and evaluate their impact on modern day inmates as well as their effectiveness in reforming criminal behavior.”

Outcome/Assessment

Creative writing in the form of diary entries/letters. Presentation comparing ESP to another historical prison.

Special Education and English Language Learners Accommodations

Length and structure of assignments can be adjusted to meet student needs. Scaffolded graphic organizers should accommodate student readings.

Additional Resources

Web:

Eastern State Penitentiary Website: www.easternstate.org

Smithsonian.com:

<http://www.smithsonianmag.com/history/eastern-state-penitentiary-a-prison-with-a-past-14274660/?no-ist=&page=1>

Article providing books on inmate perspectives: <http://www.latimes.com/entertainment/arts/miranda/la-et-cam-beyond-orange-is-the-new-black-eight-prison-books-20140807-column.html#page=1>

Print:

Eastern State Penitentiary Historic Structures Report: Volume 1, City of Philadelphia & Eastern State Penitentiary Task Force. (1994). <http://www.easternstate.org/learn/research-library/history/571-page-history>

American Notes for General Circulation, Dickens, Charles. (1842). 233.

<https://books.google.com/books?id=BxAIAAAAQAAJ&pg=PA233&hl=en#v=onepage&q&f=false>

Eastern State Penitentiary: A Prison With a Past, Woodham, Chai. (2008).

Flags of the Nations Literature Project

Subjects: English Language Arts

Suggested Grade Levels: 9–12

Time Frame: Variable

*Denise Junkerman,
Prep Charter High School*

Overview

With LOVE Park serving as its entrance, the Benjamin Franklin Parkway extends from City Hall to the Philadelphia Museum of Art. Inspired by the Champs Elysees in Paris, the approximate mile-long boulevard is considered Philadelphia’s most monumental stretch of architecture, education, and art. In addition to museums, statues, fountains, and cathedrals, the Parkway is lined with flags of 109 countries from around the world. This international salute represents nations that have a significant population within the city. In recognition and celebration of these world cultures that create the heritage of Philadelphia, students will study and research literary genres set within a region of the world that is represented within the Parkway’s “Flags of the Nations.” Each student will read a major literary piece, maintain a reading log, and deliver an oral presentation.

Connection to Philadelphia World Heritage Tool Kit’s Goal

Through the oral portion of this assignment, students will be exposed to many areas of the world as well as the rich heritage of Philadelphia. As each flag represents a cultural community within the city, in recognizing, exploring, and connecting the national heritages represented by the flags on the Benjamin Franklin Parkway through literature, this assignment allows students to engage themselves as not only citizens of Philadelphia, but also as citizens of the world.

Core Curriculum Standards

In accordance with Pennsylvania Department of Education’s standard aligned system, the following Pennsylvania state standards apply:

- 1.1.12: Reading Independently
- 1.2.12: Reading, Analyzing, and Interpreting Text
- 1.3.12: Reading, Analyzing, and Interpreting Literature - Fiction and Non-Fiction
- 1.4.12: Types of Writing
- 1.5.12: Quality of Writing
- 1.6.12: Speaking and Listening
- 1.7.12: Characteristics and Functions of the English Language
- 1.8.12: Research
- 1.9.12: Information, Communication, and Technology Literacy

Objectives

Throughout this quarter project, students will demonstrate his/her ability to:

- Study literary work to impart knowledge of world authors, history, critical approaches, and ideological content
- Analyze the impact of societal and cultural influence
- Analyze the moral dilemmas in the works of literature as revealed by character motivation
- Identify literary theme reflective of historical significance, governing aspects, and ideologies associated with literary setting
- Consider varying themes related to the literature's discussion of social, cultural, and political thought
- Analyze a literary work incorporating the skills of reporting, interpreting, synthesizing, and evaluating.
- Express both intellectual and emotional response to the literature under consideration
- Compare and contrast cultures
- Compile relevant information and textual evidence in accordance with topic
- Document and present sources in accordance with MLA standards
- Prepare and deliver presentations with cohesiveness, clarity, and logic

Essential Question

Does where we are influence who we are, and how is community achieved on both a larger and smaller scale?

Materials Needed

- “My Mother, the Crazy African” by Chimamda Ngozi Adichie
- “The Nose” by Akutagawa Ryunosuke
- “It’ll be a banner day for Philly along the Parkway” by Queen Muse
http://articles.philly.com/2010-11-16/news/24952938_1_new-flags-flag-poles-cambodian-community
- Computer access for power point presentations –or- story board
- Internet access for research
- Free library card -or- personal or school library for book list
- Chart, Author list, and Reading Log Guide (see below in “additional resources”)

Procedure

Introduction: In an effort to permit students to discover their own definition of community, have students independently copy and complete the following sentence, then discuss the answers as a class:

“Community is _____.”

While discussing the variety of answers, help students realize the many layers of community, the multitude of aspects community is comprised of, and the importance of community on a personal level and in a broader sense.

Activities: Students will read and compare “My Mother, the Crazy African” by Chimamda Ngozi Adichie, and “The Nose” by Akutagawa Ryunosuke. Using a comparison chart, identify the following similarities and differences of each story: the setting (historical time period and geographical location), the characters, the conflict and the characters’ motivation behind behavior, the resolution.

Once chart is complete, ask students what they have learned from both stories in an effort to establish the similar themes. Help students establish that whether a teenage Nigerian female in present day Philadelphia, or a Buddhist priest in 19th century Japan, the need for belonging and acceptance is important. Provide students with brief background of Benjamin Franklin Parkway and the Flags of the Nations. As a class read Queen Muses’ article “It’ll be a banner day for Philly along the Parkway,” appearing on Philly.com on November 16, 2010, and discuss the efforts and the pride of Philadelphia communities that will have their nation’s flag added to the parkway. Connect the article with the short stories and help students establish the universal need pertaining to the importance of validation and the feeling of belonging.

Distribute the Author List and introduce the project to students: In recognition and celebration of world cultures that create the heritage of Philadelphia, students will study and research literary genres set within a region of the world that is represented within the Parkway’s Flags of the Nations. Each student will read a major literary piece, maintain a reading log, and deliver an oral presentation. Review and discuss project objectives and student directives. Review regions, authors, and books as a class (complete project below). For homework, students will independently research the list and make a top choice as well as a back-up selection. Have students make selections in an orderly manner that is best fitting of your student body and teaching style. Distribute and review reading log as well as establish due dates for each section. Remind students to continue to compile background information.

At a high school level: two weeks for each section is usually suffice; however, all aspects of the project can be tailored to needs of students and/or preference of teacher. This particular aspect of the project can be completely independent, or class time can be utilized for reading, researching, and completion of reading log.

Oral Presentations: Reiterate the oral presentation requirements after a few weeks. Presentations should be a five-to-six slide power-point that contains the following information: author background, historical aspects of geographical area and time period, synopsis of plot, personal opinion that includes what was learned and a recommendation of who should read the literary work (Remind students to provide an honest opinion with an explanation, and that a recommendation can be made even if one does not enjoy the literary work), works cited. Approximately three to four ninety-minute blocks will be required for a class of twenty-five students. Again, this aspect can be tailored to teacher preferences.

Closure Student evaluations of project will be conducted:

- What did you learn about your own culture, other cultures, and Philadelphia?
- What did you learn about the manner in which people are connected?
- What did you learn about community?
- From the list, what book are you interested in reading and why?

Outcome/Assessment

Comparison chart, reading log, presentation

For independent reading assignments as well as reading for pleasure, slide shows will be compiled within a binder and serve as a reference for peer book suggestions. Each year the teacher can slightly change the Author List until all 109 nations are represented within the Flags of the Nations literature reference book.

Additional assignment for upper grades: literary analysis essay.

Special Education and English Language Learners Accommodations

All aspects of the project can be tailored to needs of students. Project also allows for audio as well as visual aids and independent pacing. In addition to short stories being used instead of novels, extended time can be granted, audio books can be utilized, and one-on one tutoring with teacher scheduled.

Additional Resources

Web:

World Culture Encyclopedia: www.everyculture.com

MapZones: www.mapzones.com

Goodreads: www.goodreads.com

eNotes: www.enotes.com

Short Story Comparison

“My Mother, the Crazy African” and “The Nose”

Directions: Upon reading Adichie’s “My Mother, the Crazy African” and Ryunosuke’s “The Nose,” use the comparison chart below to identify the following similarities and differences of each story:

- The setting (historical time period and geographical location)
- The characters
- The conflict and the characters’ motivation behind behavior
- The resolution

“My Mother, the Crazy African”	Similarities	“The Nose”

Flags of the Nations Comparative Literature Project

Project Overview

In recognition and celebration of world cultures that create the heritage of Philadelphia, students will study and research literary genres set within a region of the world that is represented within the Parkway's "Flags of the Nations." As each flag represents a cultural community within the city, in recognizing, exploring, and connecting the national heritages represented by the flags on the Benjamin Franklin Parkway through literature, this assignment allows students to engage themselves as not only citizens of Philadelphia, but also as citizens of the world.

Project Objectives

Throughout this quarter project, students will demonstrate his/her ability to:

- Study literary work to impart knowledge of world authors, history, and ideological content
- Analyze the impact of societal and cultural influence
- Analyze the moral dilemmas in the works of literature as revealed by character motivation
- Identify literary theme reflective of historical significance, governing aspects, and ideologies associated with literary setting
- Consider varying themes related to the literature's discussion of social, cultural, political thought
- Analyze a literary work through the skills of reporting, interpreting, synthesizing, evaluating
- Express both intellectual and emotional response to the literature under consideration
- Compare and contrast cultures
- Compile relevant information and textual evidence in accordance with topic
- Document and present sources in accordance with MLA standards
- Prepare and deliver presentations with cohesiveness, clarity, and logic.

Student Directives

Each student will read a major literary piece, maintain a reading log, and deliver a presentation.

1. Select a literary work from the list provided.

2. Divide the book into three sections.

Section I: pages 1 - ____ Section II: pages ____ - ____ Section III: pages ____ - ____

3. For each of the above sections, complete the Reading Log's required questions in accordance with the following dates:

Part I:

Part II:

Part III:

4. Continue to compile research for background information required for analysis as well as information required for presentation. Presentations should be a five-six slide power-point that contains the following information:

- Author background
- Historical aspects of geographical area and time period
- Synopsis of plot
- Personal opinion that includes what was learned and a recommendation of who should read the literary work
- Works cited

Flags of the Nations Literature

- (South Africa) Mark Mathabane: *Kaffir Boy*
- (Nigeria) Chimamanda Ngozi Adichie: *Half of a Yellow Sun* –or– *Purple Hibiscus*
- (Liberia) Leymah Gbowee: *Mighty Be Our Powers*
- (Ethiopia) Abraham Vershese: *Cutting for Sone*
- (Kenya and multiple areas) Uwem Akpan: *Say You're One of Them*
- (Cameroon) Nick Roddy: *A Woman of Africa*
- (Botswana) Alexander McCall Smith: *The No.1 Ladies' Detective Agency*
- (Chile) Isabel Allende: *The House of Spirits* –or– *Daughter of Fortune*
- (Argentina) Thomas Martinez: *The Tango Singer*
- (Mexico) Laura Esquivel: *Like Water for Chocolate*
- (Puerto Rico) Esmeralda Santiago: *When I was Puerto Rican*
- (Japanese- Canadian) Joy Kogawa: *Obasan*
- (Haiti) Edwidge Danticat: *Breath, Eyes, Memory*
- (Japan) Arthur Golden: *Memoirs of a Geisha*
- (China) Lisa See: *Peony in Love* –or– *Snow Flower and the Secret Fan*
- (Cambodia) Vaddey Ratner: *In the Shadow of the Banyan*
- (India) Thirty Umrigar: *The Space Between Us*
- (Nepal) Patricia McCormick: *Sold*
- (Pakistan) Malala Yousafzai: *I am Malala*
- (Iraq) Deborah Ellis: *Children of War: Voices of Iraqi Refugees*
- (Israel-Palestine) Susan Abulhawa: *Morning in Jenin*
- (United Arab Emirates) Maha Gargash: *The Sand Fish: A Novel From Dubai*
- (Ireland) Frank McCourt: *Angela's Ashes*
- (Germany) Markus Zusak: *The Book Thief*
- (Italy) Umberto Eco: *The Name of the Rose*
- (Greece) Nikos Kazantzakis: *Zorba the Greek*
- (France and England) Charles Dickens: *A Tale of Two Cities*
- (United Kingdom) Ian McEwan: *Atonement*

Reading Log Questions

Directions: Within complete sentences, answer each of the following questions with explanation and support from the text. Please reflect the question and follow MLA format.

Section I: pages 1 - ____

1. What is the larger setting of the novel?
2. List and briefly describe the characters involved within the plot.
3. How is the story being reported (point of view)?
4. Briefly explain what has happened thus far, how the events occurred, and why.

Section II: pages ____ - ____

1. List and briefly describe any new characters that have been introduced into the plot.
2. How has the plot developed? In other words, what further events have occurred within the novel, how, and why (summarize)?

Section III: pages ____ - ____

1. Have any new characters been introduced into the plot?
2. What is the resolution of the plot? In other words, explain the final events of this novel (what happened, how it happened, and why)?
3. How does the setting contribute to this novel? Consider how the story would change if set in a different place and time period.
4. How does the point of view contribute to this novel? Consider how the story would change if told from a different point of view? Why do you believe the author chose this point of view?
5. What is/are the theme(s) of this novel?
6. What did the author reveal about the behavior of human beings?
7. What did the author reveal about the conduct of society?
8. What did you learn from reading this story?

Many View Points: Object-based Learning for the Global Classroom

Subjects: Language Arts, Social Studies

Suggested Grade Levels: Middle to High School

Time Frame: Variable

*Learning Programs Department,
Penn Museum*

Overview

This lesson promotes a partnership between the Penn Museum and middle/high school educators by offering an opportunity to utilize the Penn Museum’s world-class collections for global learning. Artifacts on display in the Penn Museum galleries represent diverse ancient civilizations and modern cultures. The lesson aims to develop students’ capacity for embodying different perspectives by encouraging students to explore their observations of cultural objects through prompted questions. In this exercise, themes of cultural heritage and identity are highlighted through material culture—the material things that surround us on a daily basis, the things we choose to represent ourselves, our heritage, and our understandings—the things that make us both similar and unique.

Note: This lesson is for use within the galleries of the Penn Museum but could be modified for use in other museums.

- <http://www.penn.museum/on-display.html>

Connection to Philadelphia World Heritage Tool Kit’s Goal

Using the Penn Museum’s collections of archaeological and ethnographic material excavated and collected from all inhabited continents of the world, the lesson incorporates the themes of world cultural heritage as a framework for promoting global competencies of understanding different perspectives.

Core Curriculum Standards

- Common Core
 - Key Ideas and Details
 - Integration of Knowledge and Ideas
 - Speaking & Listening
- 21st Century Skills
 - Critical Thinking and Problem-Solving
 - Communications & Collaboration
- National Curriculum Standards for Social Studies
 - Culture and Cultural Diversity
 - Time, Continuity, and Change
 - Global Connections

Objectives

Students will be able to engage with object-based inquiry processes by using cultural artifacts on display at the Penn Museum, engage with culture as dynamic, rather than static, develop global competencies of recognizing and respecting multiple perspectives through cultural object analysis, communicate differing interpretations and meanings of cultural heritage from multiple standpoints.

Essential Question

How can we learn about people (ancient and modern) and their cultural heritage through critical observation of artifacts? What are the differences in perspectives from the people who created these objects and from the people who acquired, preserve and exhibit them??

Materials Needed

Artifacts in the Penn Museum Galleries, Object-based Inquiry Worksheet (1 per student), pencils for writing in the Galleries (1 per student), clipboards for writing (optional, 1 per student, Penn Museum can provide upon inquiry), Classroom Observation Worksheet

Procedure

Introduction: Teacher or Penn Museum staff greets group and talk about Museum rules and the Teacher leads students to destination gallery.

The lesson begins with an open discussion among students to develop a collective definition of an ‘artifact.’ The teacher (a museum educator or a classroom teacher) first solicits students to talk about objects that are important to them by asking questions such as:

- Name one of the objects you care about
- Why is it important to you?
- Does the object you care about tell something about you, your family, or your community?
- Are these associated with specific customs, ceremonies, celebrations, etc.?

By sharing their ideas of an ‘artifacts’ and what it encompasses, the class arrives at their own definition of an artifact. The teacher also facilitates a discussion on what makes an artifact a cultural artifact by asking a question such as:

- Do you consider X (an object that students shared) a ‘cultural object,’ if so, why?

The teacher asks students to elaborate on the artifacts:

- Are these associated with certain cultural rituals and holidays? What makes them cultural artifacts?

Teacher prepares students to look around the designated gallery:

“Things at the museum are considered important cultural artifacts. By looking at the artifacts in the gallery closely, we will explore the meanings they have for different group of people.”

Object-based Learning Activity in the Gallery: In the selected gallery of the museum, each student will choose an object that particularly resonates with them. Students will respond to a set of questions on the object-based inquiry worksheet. The questions allow students to examine and reflect on the artifact both from their points of view and from other perspectives. (Sample worksheet is attached. Questions can be modified based on the teachers’ overall lesson goal.)

Questions are divided into five key sequences:

1. Initial Reactions
 - Why did you pick the object? What attracted you to it?
 - What are your assumptions about the object? (Who do you think used it? What do you think it was used for? Etc.)
2. Concrete Observations
 - Describe the object. (color, size, materials, etc.)
3. Contextual Observations
 - Read the exhibit label. Record as much information as you can form the label.
 - (What story does the label tell about the object? How is the object displayed in the exhibit? Who do you think is the intended audience for the exhibit?)
4. Observations with Multiple Lenses
 - Describe the importance of the object from the perspective of the people who created it.
 - Describe the importance of the object from the perspective of the people who acquired, preserve and exhibit it.
5. Optional - Reflecting on Your Heritage (A pre- or post-museum visit activity)

Now think about an object that has significant meaning to you and your heritage. Write a museum label for your object in 4–5 sentences.

Post-Museum Group Discussion: After the museum visit, students return to their school classroom(s) and break into groups of 3–4. Please use the attached Classroom Observation Worksheet for this conversation and have students take notes on the worksheet; hand out one per group and assign a scribe to take the notes.

In each small group, students will speak about their object and their interpretations, focusing on how they were able to consider their selected artifact from multiple perspectives. Questions for the students to discuss include:

- What did you learn from looking at the object very closely? How was that different than if you just looked at it quickly?
- What assumptions did you make about the object – its use and the people that made it – from just looking at it?
- Did your perspective change after you read the information about the object? How did it change?
- What surprised you most about your observations or what you read on the label?

As a concluding activity with the entire classroom, each group is asked to share information for each question, bring the students' perspectives together to be recorded on a whiteboard, blackboard, or other device. Final recap questions could include:

- What is the definition of a cultural artifact?
- Is it important to preserve cultural artifacts in museums? Why or why not?

Outcome/Assessment

Students will be assessed on the documentation/recording of the object-based analysis worksheet, participation in museum discussion, participation in classroom discussion, and small group discussion notes worksheet.

Assessment should be conducted based on the following skills:

- Details and depths of object observation based on the notes of the ‘concrete observations’ and ‘contextual observations.’
- Critical analysis and reflective thinking demonstrated on the notes of the ‘Observations with Multiple Lenses’ and “Reflecting on Your Heritage”
- Active participation in group discussion – synthesizing and articulating written notes to peer students, active listening during group discussion.

Special Education and English Language Learners Accommodations

To address multiple learning styles and linguistic varieties, Teacher/Museum educator can develop different worksheets. For example, the students could draw pictures based on observations instead of writing notes, English Learners could write down their reflections in their native languages and/or simple English words (rather than sentences). Also, instead of offering a worksheet at the museum or in the classroom, students can interview each other with guided questions while audio/video recording using a mobile phone.

Additional Resources

Web:

Penn Museum Trip Planner (for planning Field Trips):

http://www.penn.museum/documents/penn_museum_trip_planner.pdf

Penn Museum Field Trip Booking Form (to book your fieldtrip): www.penn.museum/k12programrequest

Penn Museum Collection Database: <http://www.penn.museum/collections/index.php>

Penn Museum, Native American Voices, Educational Resources:

<http://www.penn.museum/sites/nativeamericanvoices/educational-resources.php>



Observing Gallery Objects: A Closer Look at Context and Culture

Directions:

1. Find an object in the gallery; make sure it had a descriptive label
2. **Do not read the label** that gives information about the object. Examine it very closely for 3–5 minutes.
3. After your observation time, answer the following questions. You do not have to answer in complete sentences; record your observations through your preferred note-taking style.

Concrete Observations: (3 min)

- Describe the object.
What color and shape is it? What size is it? Does it have decorations? What is it made of? What condition is it in? Do you think it was used alone or with other objects?

Initial Reactions: (3 min)

- Why did you pick the object?
What attracted you to it?

- What are your assumptions about the object?
Who do you think used it? What do you think it was used for? Who do you think made it? How do you think it was made? What caused you to make these assumptions?



Observing Gallery Objects: A Classroom Discussion

Directions:

1. Divide into groups of 3–4 students.
2. Appoint a scribe who will take notes for your group. It is important that the scribe take good notes about each student's answers.
3. Using your worksheets from your Penn Museum fieldtrip, share your answers to the following questions. Each person in the group should have a turn in sharing their thoughts.

Initial Reactions:

- What did you learn from looking at the object very closely? How is that different than if you just looked at it quickly? (5 min)

- What assumptions did you make about the object- its use and the people that made it- just from looking at it? (5 min)

Concrete and Contextual Observations:

- Did your perspective change after you read the information about the object? How did it change? (5 min)

- What surprised you most about your observations or what you read on the label. Based on your answer, is it important to have information available to visitors to understand more about the objects? (5 min)

World Heritage Resources

**Additional Resources for the Classroom:
Websites, Organizations, and Guidance**

World Region Resources Developed by Summer Institute Educators

East Asia & Oceania

- <https://drive.google.com/file/d/0B8SUdP3LZpnPVmF5WTVNdkkJVWM/view>

Africa

- <https://drive.google.com/file/d/0B8SUdP3LZpnPVGZPZzNtbTVUV2c/view>

The Americas

- <https://docs.google.com/presentation/d/1smJCtXpCsnGIUj9qI0J7WlXiHYRGypLy5rBvd89Ulgw/edit#slide=id.p>

Middle East

- <https://upenn.app.box.com/s/busa1fr04250vk0buageq5ckq3wxz5>

South Asia / Southeast Asia

- <https://docs.google.com/presentation/d/1EytvQKhakoacq61ylR8Juqt2gebyo8D9wH2OxzVklmI/edit#slide=id.p>

Europe

- <https://sites.sas.upenn.edu/globalsummerinstitute/files/europeanresourcesglobalstudiessummerinstitute.docx>

Challenges and Triumphs of Bringing “Global Ed” into the Classroom

- <https://upenn.box.com/s/vqaopxlt2v66xwxlwver7l67km0uxfhf>
- https://docs.google.com/presentation/d/1AEnb_PQXLHvqfe81yY_cGZFVAvoORUqqVaxJnpknt8o/edit?usp=sharing

Global Educator: Why Teach with Technology?

- <https://upenn.box.com/s/f377r0vn3x29ps97pelja7q1beu5lkwb>

Web Resources

Framework for 21st Century Learning

The Framework for 21st Century Learning is developed by the Partnership for 21st Century Learning. The framework details the knowledge and skills students need in order to be successful in work and life in the evolving landscape of this century. It expands the definition of fundamental content subjects (English, mathematics, geography, arts, science, etc.) to include global awareness, financial literacy, civic literacy, health literacy, and environmental literacy. Additionally, the framework includes objectives and resources for student outcomes in the areas of learning and innovation skills; information, media, and technology skills; and life and career skills.

- <http://www.p21.org/about-us/p21-framework>

Teacher’s Guide to K-12 Global Competence

This link is the Teacher’s Guide to K-12 Global Competence Grade Level Indicators, which is a component of the Framework for 21st Century Learning. This resource emphasizes the importance of integrating global awareness into the classroom. The guide includes grade appropriate goals, examples, targets, and checklists in the skill set areas of understanding, investigating, connecting, and integrating. A guide for skills and competencies for a global ready teacher in the areas of pedagogy, content, and technology is also part of this resource.

- [http://www.p21.org/storage/documents/Global Education/P21 K-12 Global Ed Indicators.pdf](http://www.p21.org/storage/documents/Global_Education/P21_K-12_Global_Ed_Indicators.pdf)

UNESCO World Heritage

The following links to the website for the UNESCO World Heritage Centre. The site includes news stories, a map of World Heritage sites, publications, and more.

- <http://whc.unesco.org>

UNESCO World Heritage Educational Resource Kit

The following link is UNESCO’s World Heritage educational resource kit for teachers.

- <http://whc.unesco.org/en/educationkit/>

Smithsonian Institute’s World Heritage Website

This resource, developed by the Smithsonian Institute, contains World Heritage teacher guides with lesson activities, posters, and a game with the theme of sustainability and global citizenship.

- <http://worldheritage.si.edu/en/education.html>

Global Gateway

By clicking Get Started on this page, educators can create a free account to access tools to globalize their classrooms. VIF International Education’s Global Gateway program is a community of educators who believe in the importance of global awareness. The site offers professional development modules, global awareness lesson plans/resources and the opportunity to submit lesson plans, and opportunities for classroom partnerships and interactions with fellow educators worldwide in a social network format.

- <http://www.vifprogram.com/global-gateway-professional-development-curriculum.php>

Philadelphia History

The following links provide information on the history of the city of Philadelphia.

- <http://philadelphiaencyclopedia.org/http://philadelphiaencyclopedia.org/>
- <http://philadelphiaawwiyears.com/>
- <http://www.historicfairhill.org/>
- <http://guides.lasalle.edu/c.php?g=131013&p=856209>
- <http://www.nps.gov/inde/index.htm>

Asia Society

Lesson plans, scholarly essays, primary resources—find it all here and build student understanding of Asia and the world. You'll also find how-to guides on a range of topics, from starting a service-learning program, an international journalism club, a critical language program, and much more. Our publications analyze big ideas in education reform today. Download them for analyses, models, and advice on how to reform schools for the global innovation age. All our reports are informed by educators and other experts.

- <http://asiasociety.org/education/resources>

Global Teacher Education

Our Mission is to ensure that U.S. teachers are properly trained to prepare our young people to cope and thrive in a globally-connected world. By partnering with colleges of education and professional bodies in the education and teacher preparation spaces, GTE supports the internationalization of teacher preparation programs by connecting professionals, as well as advancing and disseminating research and best practices.

- <http://www.globalteachereducation.org>

Primary Source

We are a 26-year-old nonprofit organization that works to advance global education in schools. We believe in the power of understanding the world from diverse perspectives and a future in which all individuals are informed and contributing global citizens.

- <http://www.primarysource.org/resources>

World View

World View, a public service program at the University of North Carolina at Chapel Hill, equips K-12 and community college educators with global knowledge, best practices, and resources to prepare students to live in an interconnected and diverse world.

- <http://worldview.unc.edu/k12-resources/>

The Global Education Toolkit

The Global Education Toolkit for Elementary Learners is a smart, all-in-one resource from widely acclaimed authors Homa Tavangar and Becky Morales helps busy, budget conscious educators give younger students the global edge.

- <http://gloaledtoolkit.com>

Growing Up Global

Growing Up Global: Raising Children to be At Home in the World written by Homa Tavangar helps parents to raise children with a global perspective. Not all families can travel overseas to expose their children to world cultures, but they can start engaging with the world right in their own home communities. This hands-on book helps to begin that process.

- <http://www.growingupglobal.net>

Pulitzer Center

Building on the Pulitzer Center's mission to spread global awareness, the Global Gateway program engages the next generation on pressing systemic international issues. Pulitzer Center-funded reporting projects serve as the departure point for a multi-dimensional educational experience. Global Gateway provides students with fresh information on global issues, helps them think critically about the creation and dissemination of news, and inspires them to become active consumers and producers of information.

- <http://pulitzercenter.org/education>

Africa Access

Africa Access, a 501 c(3) organization was founded in 1989 to help schools, public libraries, and parents improve the quality of their K-12 collections on Africa. Africa Access Review, the Read Africa Book Club and Children's Africana Book Awards (CABA) have been effective initiatives in our efforts to inform the public about quality K-12 books on Africa.

- <http://africaaccessreview.org/teaching-resources/>

Teach India Project

The Mission of the Teach India Project is to work with educators and parents to create global studies, multicultural and diversity programs so that our children can live, work and contribute confidently and responsibly in an increasingly interconnected world. We provide educators with tools and resources for global awareness, multicultural and diversity education and give parents of the Indian Diaspora a cultural literacy resource.

- <http://www.teachindiaproject.org>

Penn Open Learning Courses

Penn is strongly committed to online learning, a vital part of our mission to increase access—around the world—to the educational resources that can change people's lives. We invite you to learn more about all open courses and the outstanding Penn faculty members who teach them.

- <http://onlinelearning.upenn.edu/about/>

Global Exploration for Educators Organization

GEEO is a non-profit organization dedicated to encouraging and assisting as many teachers as possible to travel abroad and then share their experiences with their students upon their return to the classroom. By spending time abroad, forming international relationships and exploring overseas environments, teachers gain fresh perspectives that deeply enrich their students' learning and global awareness.

- <http://www.geeo.org>

Local Organizations and Museums

Global Philadelphia Association (GPA)

GPA was created to assist and to encourage greater interaction among the many organizations and people who are engaged in international activity in the Greater Philadelphia Region, to promote the development of an international consciousness within the region, and to enhance the region's global profile.

- <http://globalphiladelphia.org>

Organization of World Heritage Cities

The Organization of World Heritage Cities (OWHC) was founded on September 8, 1993 in Fez, Morocco. The Organization is composed of 250+ cities in which are located sites included on the UNESCO World Heritage List. These World Heritage Cities have a combined population of over 130 million. Within the Organization, these cities are represented by their Mayors with the active participation of their heritage management specialists.

- <http://www.ovpm.org>

University of Pennsylvania's National Resource Centers

The National Resource Center Program of the U.S. Department of Education provides funding grants to American universities to establish, strengthen, and operate language and international studies centers. Also known as Title VI grants, National Resource Centers, support programs that focus on:

- instruction of topics that provide full understanding of areas, regions or countries;
- research and training in international studies;
- work in the language aspects of professional fields and research;
- instruction and research on issues critical to current world affairs; and
- strong elementary and secondary (K-12) outreach components and service to professional schools.

South Asia Center: <http://www.southasiacenter.upenn.edu>

Middle East Center: <http://www.sas.upenn.edu/mec/>

Center for Africana Studies: <https://africana.sas.upenn.edu/>

Penn Museum

Founded in 1887, the Penn Museum has always been one of the world's great archaeology and anthropology research museums, and the largest university museum in the United States. With roughly one million objects in our care, the Penn Museum encapsulates and illustrates the human story: who we are and where we came from. All of our workshops, tours, programs and resources are designed to complement, enrich, and extend classroom learning. Our unique offerings integrate a variety of curricular guidelines, including the Common Core, local, state, and national standards; they also correlate to STEM and STEAM learning and 21st Century Skills. What's more, these opportunities connect learners to a global context, foster critical thinking, and draw correlations between the ancient and modern worlds. They offer different entry points to topics for visual, audio, and kinesthetic learners and also introduce museum literacy skills—how to learn and function in a museum setting.

- <http://penn.museum/program-resources.html>

Historical Society of Pennsylvania

The Historical Society of Pennsylvania is committed to working with teachers to help students learn American history and historical thinking skills. Our vast collection provides content for lessons connected to academic standards - from the founding of the nation through the twentieth century. We have publications, online lesson, workshops, special library orientations, and more.

- <http://hsp.org/education/for-teachers>

Philadelphia Folklore Project

Folklore means something different to everyone - as it should, since it is one of the chief means we have to represent our own realities in the face of powerful institutions. Here at the Philadelphia Folklore Project, we work to sustain vital and diverse living cultural heritage in communities in our region through collaborative projects, research, documentation and education, prioritizing folk and traditional arts in service of social change. Established in 1987, we are an independent public folklife agency that documents, supports, and presents Philadelphia-area folk arts and culture - including the arts of people who have been here generations and those who have just arrived.

- <http://www.folkloreproject.org/educational-tools>

Penn Cultural Heritage Center

The Penn Cultural Heritage Center recognizes that cultural heritage is a key issue that shapes the pathways of archaeological research, the ethics of studying the past, the identity politics of indigenous and national communities, the globalization of the antiquities trade, and the future of museums. The Center will develop programs and activities in order to foster public and scholarly awareness regarding cultural heritage.

- <http://www.pennchc.org>

Philadelphia Museum of Art

Discover works of art at one of the largest and most renowned museums in the country. Find beauty, enchantment, and the unexpected among artistic and architectural achievements from the United States, Asia, Europe, and Latin America. Whether in the galleries or in the classroom, the Museum offers a variety of programs, workshops, resources, and classes for teachers of all subjects and grade levels.

- <http://www.philamuseum.org/teacherresources>

African American Museum in Philadelphia

The African American Museum in Philadelphia is the first institution built by a major United States city to house and interpret the life and work of African Americans. AAMP offers a variety of programs and learning opportunities for visitors of all ages and backgrounds, from guided tours to film screenings, hands-on arts and craft activities to Traveling Trunks!

- <http://www.aampmuseum.org/education.html>

American Swedish Historical Museum

The American Swedish Historical Museum in South Philadelphia is the oldest Swedish Museum in the United States. Founded in 1926, the Museum has been dedicated to preserving and promoting Swedish and Swedish-American cultural heritage and traditions for more than 80 years. The American Swedish Historical Museum offers a variety of educational programs for all audiences. From school programs, to Swedish language and cooking classes, to Swedish genealogy, the museum has something for learners of all ages.

- <http://www.americanswedish.org>

National Museum of American Jewish History

The National Museum of American Jewish History, on Independence Mall in Philadelphia, presents educational programs and experiences that preserve, explore, and celebrate the history of Jews in America. Its purpose is to connect Jews more closely to their heritage and to inspire in people of all backgrounds a greater appreciation for the diversity of the American Jewish experience and the freedoms to which Americans aspire. The Education Department is dedicated to providing high-quality educational programs for schools, families, and adult audiences. We invite you to share the kind of connection that opens eyes, touches hearts, and builds bridges that last a lifetime.

- <http://www.nmajh.org/Education/>

Preservation Alliance for Greater Philadelphia

The mission of the Preservation Alliance is to actively promote the appreciation, protection, and appropriate use and development of the Philadelphia region's historic buildings, communities and landscapes.

- <http://www.preservationalliance.com>

United Nations Association of Greater Philadelphia

Through the work of the United Nations Association and over 175 community-based chapters around the country, we create a powerful national constituency for a United Nations that advances American interests in a global system. UNA offers each and every American the opportunity to connect with the critical issues confronted by the U.N.—from global health and human rights, to the spread of democracy, equitable sustainable development, and international justice. UNA educates Americans about the work of the United Nations, and builds public support for more effective U.S. engagement in the U.N.

- <http://una-gp.org>

World Affairs Council of Philadelphia

Reaching more than 2,100 students from public, private, parochial and charter schools throughout the Greater Philadelphia region each year, the World Affairs Council of Philadelphia's educational legacy has helped to build a growing corps of leaders possessing the critical knowledge, skills and sensibilities necessary to assume the responsibilities of global citizenship.

- <http://www.wacphila.org/education/>

Mayor's Office for Immigrant and Multicultural Affairs

On March 7, 2013 Mayor Michael Nutter created the Office of Immigrant and Multicultural Affairs for the purpose of ensuring the well-being of immigrants and other groups by providing access to city services; engaging stakeholders in the development of economic resources, promoting civic participation and assisting with educational opportunities and access.

- <http://www.phila.gov/ima/aboutus/Pages/default.aspx>

FREE Library of Philadelphia

The mission of the Free Library of Philadelphia is to advance literacy, guide learning, and inspire curiosity. Its vision is to build an enlightened community devoted to lifelong learning.

- <https://libwww.freelibrary.org/kids/parents.cfm>

Starting “Global Ed” in your School

Guiding Principles and Questions

1. Look for a Proven Model and Best Practices
 - Example: <http://asiasociety.org/education/resources>
2. Secure Partnerships, Community, and Parent Support
 - Local organizations, global networks, school families
3. Commitments and Time
 - Can you apply for grants or approach donors?
 - Will this be a short term or long term interest? What’s the sustainability plan?
 - Can you provide professional development and incentives for teachers?
 - Short on time? Integrate it into existing efforts or pilot in afterschool clubs, summer programs, or intensive weeklong programs.
4. Create Clear Expectations of Teachers and Students
 - Explain to staff and students, “This is why we are doing this:___.”
 - Ask staff and students, “Can you commit to this?”

World Heritage Across the Curriculum

Excerpt from “World Heritage in Young Hands: An Educational Resource Kit for Teachers”.

- Read more at: <http://whc.unesco.org/en/educationkit/>

Art

- Use photographs and information from World Heritage sites to teach art history
- Make scale models of World Heritage sites
- Prepare an advertising campaign to raise public awareness about World Heritage sites and conservation Visit World Heritage sites and draw, paint or photograph them
- Use World Heritage sites to teach architectural styles
- Design a tourism campaign – including posters – to attract visitors to a site
- Design, and if possible produce, site tourist information leaflets
- Draw, paint or visit a site; develop images sketched on site into, for example, abstract art, designs for clothing
- Design a poster concerning the need to conserve local/national/regional World Heritage sites; research past images of the site, the reasons for its creation and whether the tourist situation has changed
- Select students’ favorite World Heritage natural site and ask them to paint or draw it
- Select a World Heritage site relating to peace and make posters with a special message promoting both peace and World Heritage conservation

Literature, Foreign Language, Writing

- Read information leaflets on the natural and cultural heritage of other countries
- Study World Heritage sites as a source of information on other countries, past and present
- Write articles on the need to conserve World Heritage sites
- Write articles on the Convention or on a specific World Heritage site for your class or for a newspaper
- Interview people living near a heritage site and find out what the site means to them
- Write information leaflets about a site
- Produce an historical play
- Read novels or short stories in which a site is featured
- Read a text in another language to pick out the words that also exist in your own language, and discuss why these words are similar and what this might infer about cultural contact between countries
- Translate into another language an information leaflet on your country's World Heritage sites.
- Find words or concepts that have to be explained which are taken for granted in the original text, and discuss what they reveal about the identity of the people
- Write essays on the importance of preserving one's cultural identity, and develop some of the ideas into short plays
- Participate in a contest where students present a five-minute speech in favor of protecting a specific natural or cultural site
- Read and discuss novels or short stories dealing with identity and connected with a World Heritage site; then ask students to write stories of their own
- Find out whether there are any suitable plays that discuss the concept of identity in relation to natural or cultural sites in your region
- Write information leaflets for tourists: general public, for disabled visitors, overseas visitors, young people, etc
- Write advertising slogans for a site
- Write and record audiotape tours of a site
- Debate or role-play the value of heritage sites and possible threats from tourism
- Study a range of advertising leaflets concerning local, regional or national World Heritage sites
- Research references to any site mentioned in a novel or story and discuss how extracts of literary texts could be included in brochures and documentation for tourists
- Establish a link with a school abroad and exchange your views on an environmental issue of common concern and its possible effects on World Heritage conservation
- Select a World Heritage site which students feel is or could be threatened by pollution and prepare an advertising campaign to avoid or eliminate pollution and to start or reinforce conservation measures
- Translate the words for peace and heritage into other languages with which the student are familiar with and make a list (e.g. paix and patrimoine in French, paz and patrimonio in Spanish)
- Research further, during foreign language studies, World Heritage sites related to peace
- Make a list of synonyms for the word 'peace'; then select one synonym and write a paragraph on it in relation to World Heritage

Social Studies, History, Geography

- Visit World Heritage sites, or another nearby heritage sites, relevant to historical periods
- Learn about relevant World Heritage sites through study of a specific period
- Study the World Heritage List and illustrate the interrelationship between people and geographical locations.
- Use role-play, preferably at a World Heritage or other cultural or natural site, to encourage students to empathize with the people who built the site or those who live there now
- Discuss whether and why (or why not) the site has been a tourist destination for a long time
- Discuss whether the history of the site makes it relevant to local, national, regional or world tourism
Suggest how to vividly explain the history of the site to tourists
- Read the daily newspaper(s) and cut out articles about conflicts or tensions occurring in different parts of the world and their possible threats to World Heritage
- Collate and present the clippings after one month according to geographical regions (e.g. Africa, Arab States, Asia and the Pacific, Europe, North America, Latin America and the Caribbean)
- Identify any World Heritage sites near the areas of conflict or tension, and discuss whether they risk damage or destruction
- Identify a site relating to or symbolizing peace (in your country or elsewhere in the world), which is not (yet) on the World Heritage List
- Discuss its historical significance and situate the site with respect to the present and to the future

STEM

- Carry out a survey of the physical characteristics (number of species, size of buildings) of a World Heritage site and use graphs, pie charts and statistics to present the results graphically
- Study the size of monuments and buildings and prepare scale models of them
- Discuss nature's role in the process of forming people's identity on a practical level, for example, the role of trees in Norway
- Study erosion of sites by visitors and discuss solutions, such as alternative routes
- Use graphs, pie charts or statistics to discuss tourist trends and their likely implications for World Heritage sites, calculate and record the results of questionnaire or survey work Social sciences
- Carry out a survey of visitors to sites by giving out questionnaires
- Interview managers of sites to learn about positive and less positive effects of tourism on the conservation of heritage sites
- Select a World Heritage natural site in your region and make a list of its plants, trees, animals, etc. Compare the list with plants, trees and animals in your locality
- Undertake on-site study of plants, animals and geological features with your students
- Conduct a survey of species (plants, trees, birds, mammals, fish) threatened with reduction or extinction in your area and calculate percentages
- Take water samples from local lakes or rivers to check for signs of pollution
- Select a World Heritage site, such as the Island of Gorée, Senegal, and research, for example, the number of slaves which left the Island in boats bound for the Americas; present the data in charts according to decades or centuries and discuss the results

STEM *(continued)*

- Select a natural site and ask the students to reflect on its land form in the past and the present, and on eventual future threats to its conservation
- Select a World Heritage natural site such as one including glaciers and discuss consequences of global warming
- Select a geological or fossil site for study

Philosophy, Religious Studies

- Exhibit pictures of World Heritage sites relevant to different religions and belief systems
- Draw World Heritage sites that are outstanding examples of human creative genius and reflect on the different identities of their builders or, in the case of cultural landscapes, guardians
- Use plans and photographs of religious monuments or buildings as an additional resource in order to illustrate a belief system
- Observe and understand the symbolism when visiting a religious site (church, mosque, temple or landscape)