



Component	Description
Title of Lesson	Philadelphia and World Heritage Sites
Content/Subject Area	World History, US History
Context	The advent of Google Maps street view allows for distant faraway locations to be explore virtually from any internet based device. For this lesson, students will get to “visit” World Heritage Sites throughout the world and compare them to similar sites that can be found in Philadelphia. The Use of Google Cardboard VR Viewers is highly encouraged for this lesson.
Duration	One, 45 minute class period
Objective	SWBAT compare and contrast Philadelphia landmarks to other World Heritage Sites IOT identify commonalities and difference throughout time and place.
Standards	<p>7.1.U.A. Use geographic tools to analyze information about the interaction between people, places, and the environment.</p> <p>7.3.U.A. Analyze the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> ● Population ● Culture ● Settlement ● Economic activities ● Political activities
Anticipatory Set 5 minutes	Ask the students the following discussion question: If you could go anywhere in the world, where would you go and why? Answers can range from general cities or countries to specific sites like “The Eiffel Tower”. Discuss what makes a place desirable. Is it the location? Impressions associated with it? It’s function in a global context? Or a combination of all three?
Direct Instruction 10 minutes	<ol style="list-style-type: none"> 1. Teacher will explain that today students are going to take a virtual tour of places in the world and Philadelphia that have been deemed historically important. 2. Teacher will distribute Student Handout A and go over the instructions.

	<ol style="list-style-type: none"> On overhead projector or Smartboard, teacher will demonstrate how to locate locations on Google Maps Streetview (type location into search bar, click to open results) If using Google Cardboard, teacher will demonstrate how to open locations in Streetview App as well as how to insert smartphone into VR Viewer.
Guided Practice (and/or Cooperative Practice) 10 minutes	<ol style="list-style-type: none"> On the board, teacher will fill out the first row of Student Handout A titled "Roadways", using observations submitted by the students. Teacher should ask probing questions to help students be as detailed as possible.
Independent Practice 20 minutes	<ol style="list-style-type: none"> Individually or in partners (teacher's discretion), students will view the other World Heritage and Philadelphia sites and record their comparative observations. Teacher should circulate the room providing guidance and assistance as needed.
Closure 5 minutes	<ol style="list-style-type: none"> Review answers with class and discuss observations. Distribute Exit Ticket (Student Handout B)
Assessment	Exit Ticket (Student Handout B) addressing two questions: <ol style="list-style-type: none"> Which World Heritage Site from today's tour do you most want to visit in real life and why? Which Philadelphia location do you think people from other countries should visit and why? UNESCO Letter Students will nominate a Philadelphia Site to be included on UNESCO's World Heritage Site List (Student Handout C). Can be assigned as homework or completed during an additional class period.
Key Terms	World Heritage Site Street View Grave Site
Resources and Materials	Projector or Smartboard Copies of Student Handout A, B & C Laptops with internet access or Google Cardboard VR Viewers with smartphones Google Cardboard Instructions http://www.cnet.com/how-to/see-the-world-in-vr-with-google-cardboard-and-street-view/

Name: _____ Date: _____ Per: _____

Philadelphia & World Heritage Sites

Student Handout A

Use Google Maps Street view on either your laptop or Google Cardboard VR Viewer to compare and contrast the sites on the chart.

	<i>Unique to This World Heritage Site</i>	<i>Similarities</i>	<i>Unique to Philadelphia</i>
Roadway	<i>Teotihuacan, Mexico: Calzada de los Muertos</i>		<i>Benjamin Franklin Parkway</i>
Government	<i>Beijing, China: The Palace Museum</i>		<i>Philadelphia City Hall</i>
Grave Site	<i>Uttar Pradesh, India: Taj Mahal</i>		<i>Benjamin Franklin's Grave</i>

Name: _____ Date: _____ Per: _____

Philadelphia & World Heritage Sites
Student Handout A cont.

	<i>Unique to This World Heritage Site</i>	<i>Similarities</i>	<i>Unique to Philadelphia</i>
Museum	<i>Paris, France: Musee du Louvre</i>		<i>Philadelphia Museum of Art</i>
Prison	<i>Cape Town, South Africa: Robben Island</i>		<i>Eastern State Penitentiary</i>
Sports	<i>Rome, Italy: Colosseo</i>		<i>Citizens Bank Park</i>

Name: _____ Date: _____ Per: _____

Philadelphia & World Heritage Site Exit Ticket
Student Handout B

1. Which World Heritage Site from today's tour do you most want to visit in real life and why?

2. Which Philadelphia location do you think people from other countries should visit and why?

Name: _____ Date: _____ Per: _____

Philadelphia & World Heritage Site Exit Ticket
Student Handout B

1. Which World Heritage Site from today's tour do you most want to visit in real life and why?

2. Which Philadelphia location do you think people from other countries should visit and why?

Name: _____ Date: _____ Per: _____

Philadelphia & World Heritage Site Letter
Student Handout C

The UNESCO's World Heritage Committee lists ten criteria that they feel defines a World Heritage Site. In order to join the prestigious list of World Heritage Sites a landmark must meet one of the ten criteria. It's your turn to nominate a Philadelphia Landmark to be a World Heritage Site. Please write a 1-2 page letter to the UNESCO Committee addressing the following items:

Identify the landmark and it's location

Describe the landmark

Give the history of the landmark

State which of the ten criteria applies to the Landmark

Justify why the landmark deserves to be included on the list

UNESCO World Heritage Committee Selection Criteria

Cultural Landmarks:

- (i) to represent a masterpiece of human creative genius
- (ii) 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;
- (iii) to bear a unique or at least exceptional testimony to a cultural tradition or to a civilization which is living or which has disappeared;
- (iv) 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;
- (v) 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;
- (vi) 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);

Natural Landmarks:

- (vii) to contain superlative natural phenomena or areas of exceptional natural beauty and aesthetic importance;
- (viii) 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;
- (ix) 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;
- (x) 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.

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