

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