

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.