

Philadelphia: A City of Neighborhoods

Subjects: American History

Suggested Grade Levels: 5–12

Time Frame: 1 month outside of class project

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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 / Manyaunk
- 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

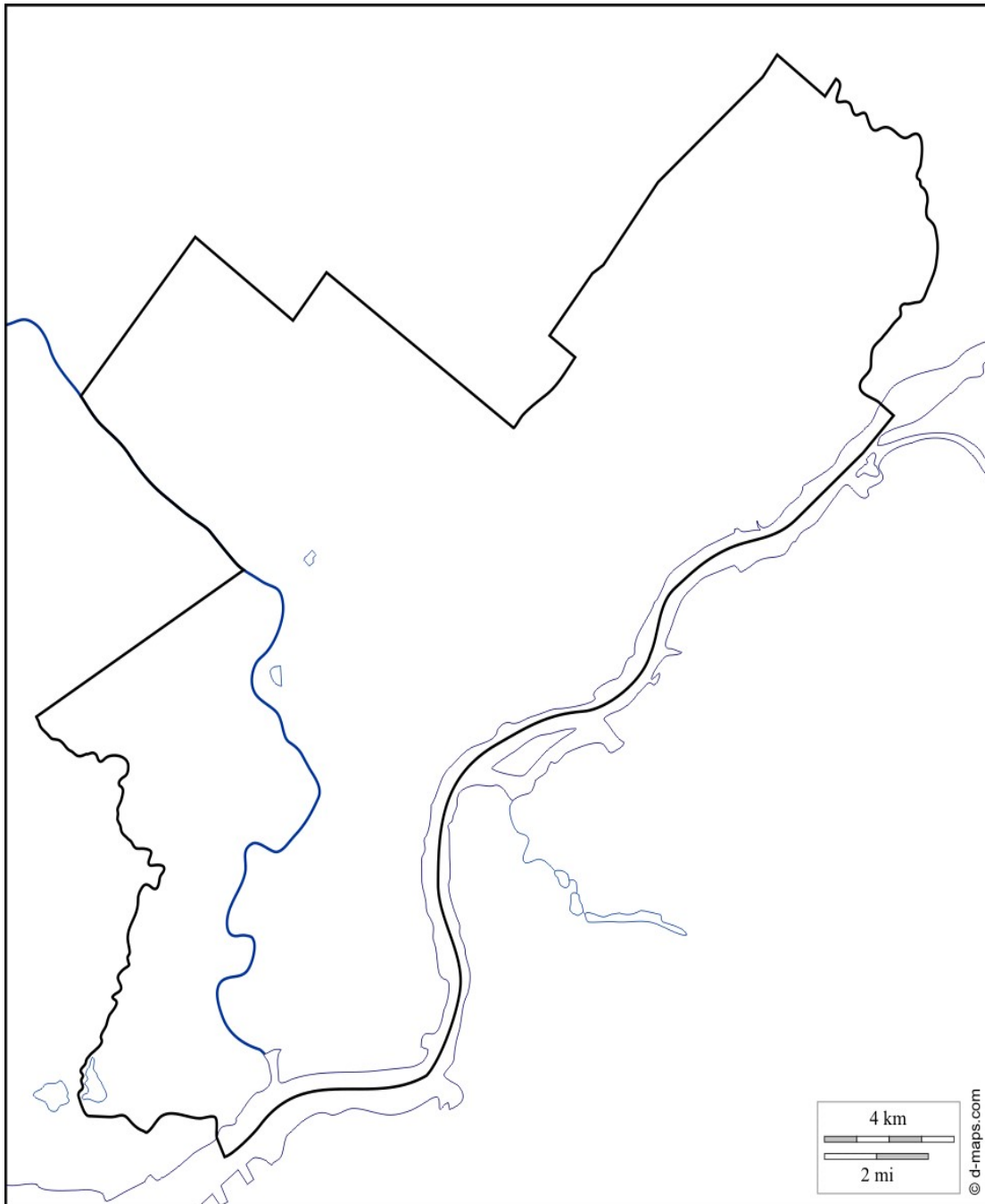
Strawberry Mansion: The Jewish Community of North Philadelphia, Allen Meyers.
ISBN-13: 978-0738502342

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				
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%