

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

Subjects: Global Studies, Language Arts

Suggested Grade Levels: 5

Time Frame: 5–10 classes

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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/#>