

# Philadelphia Meets the World

Subjects: Social Studies, ELA

Suggested Grade Levels: 4–6

Time Frame: 4–5 classes

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## Overview

In this lesson, students will identify and explore (in person or virtually) places of natural and/or cultural importance in the Philadelphia area. Then they will compare this place to a place of natural and/or cultural importance in a different part of the world.

## Connection to Philadelphia World Heritage Tool Kit’s Goal

Students will be able to discover and research sites of natural and/or cultural significance throughout the world and then compare those places with Philadelphia. In finding similarities with places across the globe, students are able to learn about and relate to other cultures.

## Core Curriculum Standards

- CC.1.2.4.D: Compare and contrast an event or topic told from two different points of view.
  - E04.B-C.2.1.1
- CC.1.2.4.G: Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.
  - E04.B-C.3.1.3
- CC.1.2.4.I: Integrate information from two texts on the same topic to demonstrate understanding of that topic.
  - E04.B-C.3.1.2
- CC.1.2.4.L: Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently
- CC.1.4.4.A: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
- CC.1.4.4.B: Identify and introduce the topic clearly.
  - E04.C.1.2.1, E04.E.1.1.1
- CC.1.4.4.C: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
  - E04C.1.2.2, E04E.1.1.2
- CC.1.4.4.D: Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
  - E04.C.1.2.1, E04.C.1.2.3, E04.C.1.2.5, E04.E.1.1.1, E04.E.1.1.3, E04.E.1.1.5
- CC.1.4.4.F: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - E04.D.1.1.1, E04.D.1.1.2, E04.D.1.1.3, E04.D.1.1.4, E04.D.1.1.5, E04.D.1.1.6, E04.D.1.1.7, E04.D.1.1.8, E04.D.1.2.1, E04.D.1.2.2, E04.D.1.2.3, E04.D.1.2.4

- CC.1.4.4.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
  - E04.E.1.1.1, E04.E.1.1.2, E04.E.1.1.3, E04.E.1.1.4, E04.E.1.1.5
- CC.1.4.4.U: With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- CC.1.4.4.V: Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- CC.1.4.4.W: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- CC.1.4.4.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- CC.1.5.4.B: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- CC.1.5.4.D: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
- CC.1.5.4.F: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- CC.1.5.4.G: Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.

#### Archdiocese of Philadelphia Grade 4 Social Studies Standards

- Unit 4 Objectives:
  - Identify the role Pennsylvania played during each of the listed historic periods.
  - Identify prominent Pennsylvanians during these historic periods.
  - Identify Pennsylvania landmarks (landmarks listed in places and terms glossary).
- Unit 7 Objectives:
  - Locate Philadelphia on a map of Pennsylvania and compare its population with other cities.
  - Identify famous Philadelphia landmarks (landmarks listed in places and terms glossary).

### Objectives

Students will be able to identify a place of natural or cultural significance in the Philadelphia area, compare and contrast a local site to one in a different part of the world, and share findings using written words and oral communication

### Essential Question

How are different places alike? How are they different? What can we learn from other places and cultures?

### Materials Needed

Books about Philadelphia and other regions of the world, internet and computer access (links provided in additional resources), print handouts, and presentation supplies based on student's/partner's/group's plan for sharing with the class.

## Procedure

**Step 1:** Ask students to think of a place that is important to them. Why is it important to them? What are some places in the Philadelphia area that are important? What makes them important?

**Step 2:** After discussing as a class, have students work with a partner or independently to identify a place in the Philadelphia area that is important. Students should fill out Worksheet A to organize their thoughts. Students should then pick a place from outside of the Philadelphia area to research. Use Worksheet B to organize thoughts. (See attached handouts for Worksheet A and Worksheet B).

Places may be chosen from the World Heritage Sites or based on a region or event, depending on what is being covered at the time. For instance, if students are learning about the Civil War, locations where specific battles took place or stops on the Underground Railroad may be given as choices.

If picking specific places is difficult for students, the teacher may put places of significance from the Philadelphia area in a hat and places of significance from around the world in a different hat from which students pick.

**Step 3:** Students will then fill out a Venn Diagram in order to compare and contrast the two locations.

- Venn Diagram: <http://www.readwritethink.org/files/resources/printouts/Venn2Circles.pdf>

**Step 4:** After determining similarities and differences, students will compile their information in a one to five paragraph essay.

- Compare and contrast essay rubric:  
[http://www.readwritethink.org/files/resources/lesson\\_images/lesson275/compon\\_rubric.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson275/compon_rubric.pdf)

**Step 5:** Students will then be given time to present their findings with the class. As students/partners/groups present, the rest of the class will complete a TAGS form (see attached handouts).

## Outcome/Assessment

Students will present their findings using visual aids that may include, but are not limited to: poster, PowerPoint, Prezi, play, diagram, and models.

- Oral presentation rubric:  
[http://www.readwritethink.org/files/resources/lesson\\_images/lesson416/OralRubric.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson416/OralRubric.pdf)

## Special Education and English Language Learners Accommodations

Students may work in groups with varying levels and abilities. For English Language Learners, it may be beneficial for students to pick a location from their country (if they have moved from a different country). Students may also use pictures and work in groups with those familiar with the language presented.

## Places and Terms Glossary

### Philadelphia Landmarks:

1. **Academy of Music** – located at Broad and Locust Streets; modeled after Milan’s La Scala Opera House; has served as home to the Philadelphia Orchestra and the Opera Company of Philadelphia
2. **Academy of Natural Science** – the first museum of natural history in the United States
3. **Boat House Row** – consists of houses of rowing clubs along the Schuylkill River
4. **Carpenters’ Hall** – in Old Philadelphia; the site of the First Continental Congress
5. **Cathedral Basilica of Ss. Peter and Paul** – built between 1846 and 1864 in the Italian Renaissance style; the seat of the Archdiocese of Philadelphia
6. **Christ Church** – the Anglican church founded in 1865; an Episcopal church
7. **City Hall** – the largest city hall in the United States; the tallest masonry building in the world; atop City Hall is a statue of William Penn
8. **Elfreth’s Alley** – the oldest continuously occupied residential street in the United States; dates back to 1702; located between Front and 2nd Streets and Arch and Race Streets
9. **Fairmount Park** – one of the largest city parks in the world; contains both historic and cultural sites; the site of the 1876 Centennial Exposition
10. **Franklin Court** – located in Old Philadelphia; the archeological site of Benjamin Franklin’s home
11. **Franklin Institute Science Museum and Planetarium** – founded in 1824 to honor Benjamin Franklin; contains many hands-on exhibits and an Omniverse theater
12. **Independence National Historical Park** – located in Old Philadelphia; the site of the properties associated with the American Revolution: Independence Hall, Congress Hall, and the Liberty Bell
13. **Old St. Joseph’s Church** – founded by the Jesuits in 1733; the first Catholic church in Pennsylvania 35
14. **Penn’s Landing** – located along the Delaware Riverfront; 37-acre park with its historic, entertainment, and nautical festivities at the eastern edge of Society Hill
15. **Philadelphia Museum of Art** – modeled on the Parthenon of ancient Greece; 200 galleries include more than 300,000 works of art
16. **Philadelphia Zoo** – established in 1874; first zoo in the United States
17. **Rittenhouse Square** – located between 18th and 19th Streets and Walnut and Locust Streets; an elegant city park; site of frequent art festivals; one of the five squares included in the original design of Philadelphia by William Penn
18. **Rodin Museum** – holds the largest collection of Auguste Rodin’s sculpture and art work outside of France; The Thinker is one of the most famous sculptures.
19. **Shrine of St. John Neumann** – the burial site of St. John Neumann in St. Peter Church at Fifth and Girard in Philadelphia
20. **Society Hill** – Old City area that contains federal-style brick houses and quaint streets first settled by wealthy Anglicans and then by the Society of Traders, a group of business investors who moved into the area on William Penn’s advice
21. **United States Mint** – in Old Philadelphia; the first mint of the United States; opened in 1792; the largest mint in the world

#### Pennsylvania Landmarks:

22. **Daniel Boone Homestead** – located in Reading near the frontiersman’s birthplace
23. **Brandywine Battlefield** – in West Chester; a site of a British victory in the American Revolution in 1777
24. **Drake Well Museum** – in Titusville, the site of the world’s first successful oil well (1859)
25. **Flagship Niagara** – a reconstruction of Admiral Oliver Hazard Perry’s War of 1812 ship; it serves as the flagship of Pennsylvania.
26. **Gettysburg National Park** – in Gettysburg, is the site of a decisive battle during the Civil War in 1863
27. **Independence Hall** – originally called the Pennsylvania State House; it is located at Sixth and Chestnut Streets in Philadelphia. It is the site where both the Declaration of Independence and the Constitution of the United States were written and adopted.
28. **Pennsbury Manor** – in Tully town, the site of the country home of William Penn
29. **Shrine of St. Katharine Drexel** – in Bensalem, is the burial site of St. Katharine Drexel and the Motherhouse of the Sisters of the Blessed Sacrament.
30. **Shrine of Our Lady of Czestochowa** – in Doylestown, is a Polish shrine to the Blessed Mother.
31. **Valley Forge National Park** – in Valley Forge, is the site of the winter encampment (1777-1778) of George Washington’s troops during the American Revolution.
32. **Washington Crossing Historic Park** – in Bucks County, is the site of George Washington’s crossing of the Delaware River to attack the Hessians at Trenton (1776). (Hessians were German soldiers hired by the British to fight in the American Revolution.)
33. **Wheatland** – in Lancaster, is the site of President James Buchanan’s home.

#### Additional Resources

##### Web:

Natural Places in the Philadelphia Area:

<http://www.donnalong.com/basic-information-on-philadelphia-nature/natural-places-philadelphia/>

Historic Places of Philadelphia:

<http://www.theguardian.com/travel/2013/sep/21/top-10-historic-spots-philadelphia-us>

Historic and Cultural Attractions of Philadelphia:

<http://www.phila.gov/ParksandRecreation/placestogo/Pages/historicculturalattractions.aspx#page=1>

UNESCO World Heritage Sites: <http://whc.unesco.org/en/list/>



**Worksheet A: Philadelphia**

Name \_\_\_\_\_

Date: \_\_\_\_\_

1. Location/Site: \_\_\_\_\_

2. Why did you choose this site?

3. Why is this site important to Philadelphia? (Historical, natural, cultural?)

4. What happened or continues to happen here?

5. Have you been to this place before? If so, what was it like? If not, what types of questions do you have about it?



## Worksheet B: Traveling Around the World

Name \_\_\_\_\_

Date: \_\_\_\_\_

1. Location/Site: \_\_\_\_\_

Country: \_\_\_\_\_

2. Why did you choose this site?

3. Why is this site important to the country or region it is located in? Why is this site important to the world? (Historical, natural, cultural?)

4. What happened or continues to happen here?

5. Have you been to this place before? If so, what was it like? If not, what types of questions do you have about it?

Name \_\_\_\_\_

Date: \_\_\_\_\_

## TAGS

Listen while your peers present. Fill out TAGS for each person or group presenting.

- Tell something about the presentation that you liked.
- Ask a question about the presentation.
- Give a suggestion to the presenter about how they presented or the information they are presenting.
- Summarize the presentation in one sentence.

Presenter/Group Name: \_\_\_\_\_

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