

What Makes a World Heritage City? Connecting Philadelphia with Mexico, and other Countries in Central America and the Caribbean

Subjects: English as a Second Language (ESOL)

Suggested Grade Levels: 5–12

Time Frame: Variable

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Overview

The School District of Philadelphia has about 13,000 students who are English Language Learners (ELLs). The majorities are from Mexico, other Central American countries and the Caribbean. The lessons introduce “Entering,” “Beginning,” and “Developing” ELLs to World Heritage Cities, with a focus on Philadelphia, Pennsylvania, and World Heritage Cities and sites in Mexico and other countries in Central America and the Caribbean.

Connection to Philadelphia World Heritage Tool Kit’s Goal

Students will become familiar with what qualifies Philadelphia to be a World Heritage City. Students will examine the World Heritage City criteria and select another city to compare/contrast with Philadelphia.

Core Curriculum Standards

- CCSS.ELA-LITERACY .RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- CCSS.ELA-LITERACY .RI.8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- CCSS.ELA-LITERACY.W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CCSS.ELA-LITERACY .RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Objectives

Students will be able to evaluate whether or not a city meets World Heritage Site/City criteria, support a position using evidence based on World Heritage Site/City criteria, and compare or contrast two cities based on World Heritage Site/City criteria. Students will also be able to define heritage, nature/natural, culture/cultural, criteria (criterion), define World Heritage Site/City criteria, and sequence evidence using first, second, third, and last/fourth.

Essential Question

What is heritage? What makes a city’s heritage unique and significant?

Materials Needed

Online sources (links provided in procedure) and print handouts. Print handouts consist of the Key Vocabulary List (Handout Page 1), World Heritage Criteria (Handout Page 2), World Heritage Cities in the Americas (Handout Page 3), and Newspaper articles (Handout Page 4).

Procedure

Build on Prior Knowledge: Options:

- Show students an image of Independence Hall, the Liberty Bell, or something else related to Philadelphia's unique heritage. Ask students if they know why the building, bell, or other item is important.
- Show students the video clip on World Heritage Sites. Ask students what they see? (buildings, nature, etc.)
 - <https://www.youtube.com/watch?v=HUWY-yLUCg> (5 minutes)
 - https://www.youtube.com/watch?v=M70vcGy9_w4 (1.4 minutes)
- Mexico's World Heritage sites (35 seconds) <https://www.youtube.com/watch?v=wmDjWw8cOuM>
- Show students the video clip (advertisement) on Mexico's World Heritage sites (video link provided in additional resources). Ask students what makes Mexico important? Do they know if Philadelphia has museums? Important buildings? Archeological sites?

Introduce the Lesson: There are 3 levels for the lesson (Level 1–Entering, Level 2–Emerging, Level 3–Developing) based on WIDA level of student's proficiency in English. Share with all students that Philadelphia is going to be a World Heritage City. What does this mean for Philadelphia? In order to be a World Heritage City, a city must meet at least one of the 10 criteria. Six of the criteria are cultural and four are natural. Philadelphia meets many of the cultural criteria.

Introduce Key Vocabulary: Tell students we are going to learn why Philadelphia is becoming a World Heritage City. Distribute "World Heritage Cities" (page 1). Introduce the key vocabulary with definitions and images.

Entering and Emerging students: Besides the images, students may find translating the key terms into their first language helpful (heritage, culture/cultural, nature/natural, criteria/criterion). It may also be helpful to have already introduced nouns (singular and plural) and adjectives.

Model: Distribute pages 2–3 with the criteria. Use the images with each criterion to assist students in understanding the criteria.

Emerging and Developing students should understand the simplified explanations.

Questions to ask:

1. What do you think the text is about?
2. Who is this text written for?
3. What is the author's purpose? (help us understand the criteria)
4. What is the text structure? (description)
5. How do the visuals (charts, pictures) help you understand the topic of the text?

Model 1 and 3 with the Philadelphia examples. Explain why Philadelphia meets the criteria.

Students may need support with additional vocabulary before using the criteria chart:

Before using the chart, determine which vocabulary students will need to understand to comprehend the text. NOT ALL TIER 2 and 3 academic/disciplinary words need to be explicitly taught. Select a vocabulary strategy to pre-teach the vocabulary. Possible pre-teach strategies: L1 (first language), cognates, word wall, images/illustrations, pantomime/gestures, graphic organizers, peer collaboration, morphology, etc. The Academic Word List Highlighter (link provided in additional resources) may help you determine priority academic words.

SELECT possible vocabulary to consider for pre-teaching without giving away the text. Tier level is flexible and may vary by student. Some Tier 2 terms are defined in the text or there are synonyms. Most Tier 3 terms are defined in the text. Please add (or subtract) terms from the lists.

Tier 1: Tier 1 words are words that ELLs typically know the concept of in their primary language, but not the label in English. (e.g. baby, walk, happy, uncle) Idioms and everyday expressions are also Tier 1.

- Made
- People (humans)
- Art
- Animals
- Save
- Books
- Land
- Build (built)
- Brain
- Beauty
- Important/importance
- Plants
- Help
- Past (present)
- Sea (ocean)

Tier 2: Tier 2 words are more complex. They are (a) important and useful to understanding the text (e.g. character, plot, analyze, summarize, predict, etc.), (b) words with connections to other words (e.g. between, among, combine, estimate), and (c) words students understand the general concept but need greater precision and specificity in describing a concept/person (e.g. table of contents, math table, shy, ashamed, stubborn, coincidence, fortunate).

- Creative (create)
- Historical (history)
- Buildings (build)
- Values
- Science
- Tradition
- Masterpiece
- Landscape
- Exchange
- Nature, natural
- Culture

Tier 3: Tier 3 words are low-frequency words that are mostly specific to a content area of domain. (e.g. amoeba, isotope, mitosis, denominator, product, imperialism, dictatorship, command economy, etc.)

- U.S. Declaration of Independence
- U.S. Bill of Rights
- Conservation (conserve)
- Civilization
- U.S. Constitution
- Religious Freedom
- Environment

Small Groups: Divide the class into small groups. Give each group one criteria (other than 1 and 3) to read and define. After the group is clear about the criteria, have students explain the criteria to the other students in class. Have students consider if Philadelphia meets other criteria. (Students may or may not know.) The teacher may assist students after referring to the PDF *The Case for Philadelphia as a World Heritage City*.

- <https://globalphiladelphia.org/sites/globalphiladelphia.org/files/PWHC-2014-12.pdf>

Entering students: Answer the questions on the criteria chart. The other city the student may select as a World Heritage City, may be their home city. Have students think about natural and cultural sites in their city. Use the chart with information on selected cities.

Emerging and Developing students: Each team should select another city in Mexico, Central America or the Caribbean to understand how it meets the criteria. (See *World Heritage Cities in the Americas, Handout 3*)

Students may benefit from viewing portions of the *Stories of World Heritage* website before working in small groups.

- *Stories of World Heritage:* <http://worldheritage.si.edu/en/index.html>

Use the following websites to identify other world heritage locations:

- *World Heritage Cities Interactive Map:* <http://whc.unesco.org/en/interactive-map>
- *World Heritage Cities by Region:* http://www.ovpm.org/en/cities/by_region
- *World Heritage Cities by Country:* http://www.ovpm.org/en/cities/by_country

For example:

Region	City	Criteria
Mexico	Puebla	Religious buildings (1500s-1600's)

After researching other locations, each group should share their findings on other cities.

Additional Options for Emerging and Developing students: There are two news articles (*Handout Page 4*) on Philadelphia becoming a World Heritage City. The first article from *Newsworks* is appropriate for Emerging students (level 2). The second article from the *Philadelphia Inquirer* may be appropriate for Developing students (level 3). Both articles require support with vocabulary.

Before Reading: Ask students to consider the following questions:

1. What do you think the text is about?
2. Who is this text written for?
3. What is the author's purpose? (inform, argue, etc.)
4. What is the text structure? (description, cause/effect, comparison/contrast, etc.)

During Reading: Possibly use an annotation strategy to support students while they read the text. Model using the annotation marks with the first two paragraphs. Students may work with a partner as they read

Annotating a text:

- * Main Idea
- ! New Idea
- X Not Important
- ? I do not understand
- ✓ Key Ideas

After Reading: Options:

- Use the 3, 2, 1 strategy: have students list/discuss 3 things they learned, 2 things they found interesting, and 1 question they had.
- Ask students to reflect on the pre-reading questions. What is the author’s purpose? How do I know? Cite evidence from the text.
- Write Around (Silent Conversation): After reading the text, give students 2–3 minutes to respond to the question: Should Philadelphia become a World Heritage City? Why or why not? Then, have students pass their response to another group member who will then either respond to the text again or respond to what was written by another group member. After students have had a chance to respond to each of the group member’s papers, have them discuss their papers and responses.

Outcome/Assessment:

Academic Conversation: Pose the question from the reading—What issues are important to you? (Student may add why the issue is important.)

- **Think:** Ask students to look at the criteria. Does Philadelphia meet the criteria? Does _____ (another city) meet the criteria?
- **Write:** Record a list of reasons (and why) to prepare to share with a partner.
- **Pair:** With a partner, share your list of reasons (and why it is important to you.)
- **Share:** In groups of 4+ students, ask students to share their reasons. Do all of the reasons fit the criteria? Do any of the reason conflict with the criteria?
- **Assessment:** Have students either present in small groups or to the class. (If as a class, you may create two circles: a small inner circle and a large outer circle. The group that presents sits in the inner circle. Students in the outer circle may ask questions.) Then, have students write their response.

Sample presentation:

First, we believe Philadelphia (_____) is a World Heritage City because _____
_____. Second, _____.
Third, _____ . Last, _____
_____.

For Emerging and Developing students, have students compare/contrast Philadelphia and another city.

Sample presentation:

First, we believe Philadelphia is a World Heritage City because _____.
_____. Second, _____. Third, _____.
_____. Last, _____.

Another World Heritage City is _____. First, we believe _____ is a World Heritage City because _____. Second, _____.
_____. Third, _____.
Last, _____.

The city that meets most of the criteria is _____.

Optional Assessment:

Developing students may nominate another city for World Heritage status. In particular, students whose home/birth city is not a World Heritage City should consider how the city might meet at least one of the criteria. The evidence to support their position may be from personal/family memory or searching for information about the city online.

Special Education and English Language Learners Accommodations

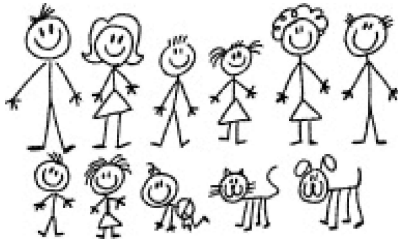

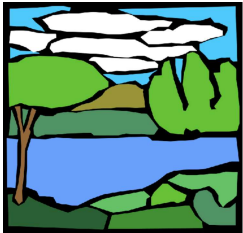

The lessons are designed for English Language Learners.

Additional Resources

Web:



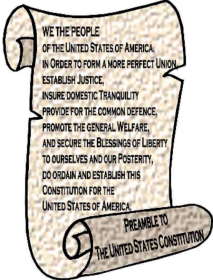



- Teacher’s slide show: <https://upenn.box.com/s/17bwwq0coucvctnb8vlla87ui3rbzplc>
- Academic word list highlighter: <http://www.nottingham.ac.uk/alzsh3/acvocab/awlhighlighter.htm>
- Vocabulary teaching strategies: <http://www.colorincolorado.org/educators/teaching/vocabulary/>
- UNESCO webpage for Puebla, Mexico: <http://whc.unesco.org/en/list/416>
- UNESCO webpage for Mexico City, Mexico: <http://whc.unesco.org/en/list/412>
- UNESCO webpage for Panama City: <http://whc.unesco.org/en/list/790>
- UNESCO webpage for Santo Domingo: <http://whc.unesco.org/en/list/526>
- UNESCO webpage for Havana: <http://whc.unesco.org/en/list/204>
- UNESCO webpage for Bridgetown: <http://whc.unesco.org/en/list/1376>


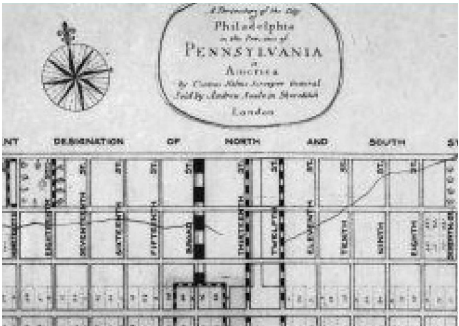


Key Vocabulary List (Handout Page 1)

Vocabulary	Definition	Image
<p>Heritage (noun)</p> <p>Spanish: herencia French: héritage</p>	<p>Values, beliefs, traditions, art, music, food passed down from grandparents to to parents to children. Passed down in a family or groups.</p>	
<p>Culture (noun)</p> <p>Spanish: cultura French: culture</p>	<p>Art, ideas, beliefs, sports, behaviors, music, food, art, clothes, laws, language, work, ritual (something done the same way many times) of a group of people.</p>	
<p>Nature (noun), Natural (adjective)</p> <p>Spanish: naturaleza (n.), natural (adj.) French: nature (n.), naturelle (adj.)</p>	<p>Everything in the world that is not made by humans. Examples include plants, animals, rivers, weather, and many more.</p>	
<p>Criteria (noun, pl.), Criterion (noun, sing.)</p> <p>Spanish: criterio (pl.), criterios (sing). French: critères (pl.), critère (sing.)</p>	<p>A fact or a list used to judge something or make a decision about something.</p>	



World Heritage Criteria (Handout Page 2)

Criteria	Philadelphia	Yes or No?	City	Yes or No?
<p>Creative Masterpiece:</p>  <p>Represent a masterpiece of human creative genius.</p> <p>Something great made by humans. People use their brains. (Culture)</p>	<p>U.S. Declaration of Independence, U.S. Consitution, Bill of Rights & Religious Freedom</p>  			
<p>Natural Beauty:</p>  <p>Contain superlative natural phenomena or exceptional beauty.</p> <p>Things in nature are beautiful. (Nature)</p>				
<p>Historical Landscapes:</p>  <p>Be an outstanding example of a type of building, tecnologia, or landscape which illustrates a significant stage in human history</p> <p>Buildings or land show important time in history. (Culture)</p>	<p>City F</p> 			

<p>Site of Exchange of Important Values:</p>  <p>Illustrate an important interplay of human values on architecture on architecture or technology, monumental arts, town planning, or landscape design</p> <p>Important buildings, arts, plan of the city with human values. (Culture)</p>	<p>Philadelphia is a “grid” city and uses town planning</p> 			
<p>Conservation Importance:</p>  <p>Contains the most important natural habitats for on-site conservation of biological diversity, including those with threatened species, which are scientifically vulnerable</p> <p>Saves nature, animals, and plants. Nature, animals, and plants in the place are very important for science. (Nature)</p>				
<p>Ecological or Biological Significance:</p>  <p>Be an outstanding example of on-going ecological and biological processes in the evolution of various plant and animal ecosystems</p> <p>Save different plants and animals. Help the environment. (Nature)</p>				

<p>Cultural or Artistic Significance:</p>  <p>Be associated with events or living traditions, ideas, and beliefs, or with artistic and literary works of outstanding significance.</p> <p>Important art and books. (Culture)</p>				
<p>Example of Traditional Cultures:</p>  <p>Be an example of traditional human settlement, land-use, or sea-use, which is representative of a culture or human interaction with the environment.</p> <p>Where humans lived in the past, used the land or sea (ocean), and build their culture. (Nature)</p>				
<p>Historical Significance:</p>  <p>Be an outstanding example of a major stage of Earth's History</p> <p>Important time in history. (Culture)</p>				
<p>Remnant of Ancient Civilization:</p>  <p>Be a unique marker of a cultural tradition or civilization</p> <p>Special example of a past tradition or civilization (a group/nation). (Culture)</p>				

Questions:




1. Should Philadelphia be a World Heritage City? Why or why not? (Nature? Culture?)




2. Philadelphia (should) (should not) become a World Heritage City because _____

3. What other city should be a World Heritage City? Why or why not? (Nature? Culture?)

4. _____ should be a World Heritage City because _____

World Heritage Cities in the Americas (Handout Page 3)

Country	City	Criteria
Mexico	<p>Puebla</p> 	<ul style="list-style-type: none"> ■ Historical Landscape (Religious buildings (1500s – 1600s cathedral and buildings) ■ Site of Exchange of Importance (street pattern) ■ Historical significance (events helping create independent Mexico from Spain; 1910 Mexican Revolution)
Mexico	<p>Mexico City / Tenochtitlan</p> 	<ul style="list-style-type: none"> ■ Site of exchange of important values (arts and architecture) ■ Remnant of ancient civilization ■ Example of Traditional Cultures (Aztec Temples and gardens) ■ Historical Landscape (street and city plan; government and religious buildings influenced by Spain)
Panama	<p>Panama City</p> 	<ul style="list-style-type: none"> ■ Historical Landscape (French, Spanish and early American buildings) ■ Site of Exchange of Importance (street pattern) ■ Historical significance (tried to start a many nation Central / South American congress in 1826)

<p>Dominican Republic</p>	<p>Santo Domingo</p> 	<ul style="list-style-type: none"> ■ Site exchange of important values and Historical Landscape (street grid; city gardens; fort, towers and gates) ■ Cultural or Artistic Significance (First Catholic Church Cathedral built in the Americas)
<p>Cuba</p>	<p>Havana</p> 	<ul style="list-style-type: none"> ■ Example of Traditional Culture (city is built along the sea / ocean) ■ Historical Landscape (many fortress; important port for shipping gold and silver from Mexico and Peru to Europe)
<p>Barbados</p>	<p>Bridgetown</p> 	<ul style="list-style-type: none"> ■ Site of exchange of important values (English colony; ideas on trade, science, culture and technology; mix of European and African culture) ■ Historical Landscape (fort, port, brick buildings, warehouses and docks; same city as 200 year ago)

Newspaper Articles (Handout Page 4)

Mayor Nutter's Push to Make Philadelphia a World Heritage City Newsworks, NBC Philadelphia, July 13, 2015

The city of Philadelphia is moving closer to claiming its place as an international landmark. Mayor Michael Nutter, who recently traveled to Mexico, said he has returned with valuable support toward his goal of establishing Philadelphia as a World Heritage City.

"Mexico City Mayor Mancera, while we were meeting with him this issue came up," Nutter said. "He charged his staff with getting as much detailed information as possible. He wanted to weigh in in support of our application to be a World Heritage City."

With the global designation as a historic city that's made a notable impact on the world, Philadelphia could attract more tourists to town.

The city has applied to join the 250 other designated cities around the globe. The XIII World Congress of the Organization of World Heritage Cities will take place in Peru in November when it could decide on the Philadelphia application.

The city already has been given "observer" status by the group, a way-point to full membership. With no World Heritage Cities in the United States, Nutter is optimistic that Philadelphia will blaze the trail.

The mayor says his Mexico City counterpart used a modern method to give his blessing to the effort.

"He used the most used form of communication in the universe Twitter, to express his support for Philadelphia reaching that status," Nutter said.

Annotating a text:

- * Main Idea
- ! New Idea
- X Not Important
- ? I do not understand
- ✓ Key Ideas

Newspaper Articles *Continued* (Handout Page 4)

Officials Say Philly likely to be named USA's First World Heritage City

Tricia L. Nadoiny, *Philadelphia Inquirer*, July 11, 2015



Philadelphia is likely to become the first U.S. city designated a World Heritage City, an elite title given to about 250 municipalities worldwide, officials in Mayor Nutter's administration said Thursday. A Philadelphia delegation, including Nutter, advocated for the city's bid while on a trip to Puebla, Mexico, this week.

The designation from the Organization of World Heritage Cities (OWHC), which Philadelphia has been seeking for several years, has the potential to enhance the city's status on the world stage and boost the city as an international tourism site and business hub.

Fernando Trevino, deputy director of the Mayor's Office of Immigrant and Multicultural Affairs, said city officials believe the organization will approve Philadelphia's application at its November meeting. "We have a really good indication from their feedback that we're going to be in good position," he said. Philadelphia has been an "observing" member of the OWHC, which has headquarters in Québec City, Québec, for two years and is seeking permanent status.

The group's members are cities that have made a notable impact on the world. Each is the home of a UNESCO World Heritage site - one such site is Independence Hall.

A world heritage designation can bring in a host of benefits to a city, including increased global competitiveness, more tourism and conferences, and the attraction of grants and investments, according to city officials.

Sylvie Gallier Howard, deputy chief of staff for the city’s director of commerce, said it also would open the door to business and cultural relationships with the other world heritage cities. “And then there’s also just a matter of civic pride,” she said. “Philadelphians, we don’t celebrate our city as much as we should or could.”

The November OWHC meeting will take place in Arequipa, Peru. Trevino said the OWHC board is composed of members from eight cities, including Puebla, Mexico’s fourth largest city. That board will make a recommendation to the OWHC’s general assembly regarding Philadelphia’s request, he said. Trevino said Nutter met with the mayor of Puebla, as well as the mayor of Mexico City, while on a three-day trip that began Monday. Both mayors have since publicly expressed support for Philadelphia’s bid.

Nutter said the support was one highlight of the trip to Puebla, which was meant to strengthen ties with that region of Mexico. According to the city, more than 18,000 people from the Puebla region immigrated to Philadelphia between 2008 and 2014, and members of that community have helped to grow many small businesses in the city, especially in the Italian Market area. “An additional benefit certainly to this relatively short visit was the gaining of significant international support for Philadelphia to become a World Heritage City,” Nutter said. “We’re very, very proud to have that support.”

Annotating a text:

- * Main Idea
- ! New Idea
- X Not Important
- ? I do not understand
- ✓ Key Ideas