Philadelphia: America’s First World Heritage City

“Globally Important Ideas and Globally Transformative Human Accomplishments”

Philadelphia: America’s World Heritage City film is a 28-minute documentary written and narrated by University of Pennsylvania Professor of History of Art, David B. Brownlee and produced and directed by filmmaker and founder of History Making Productions, Sam Katz. The film offers an exceptional glimpse into the formation and development of Philadelphia, illustrating the city’s leadership role in the fields of art, transportation, urban planning, medicine and more. The film spans centuries, touching upon the formation of some of Philadelphia’s unique neighborhoods and how far Philadelphia has come from the idealistic plan envisioned by William Penn in the 17th century.

Brownlee’s enthusiastic narration and the many vibrant images of Philadelphia past and present will engage students from elementary grades through college. The guide that follows is designed to help teachers use this film in their classrooms. Rather than providing a series of lesson plans, this guide is intended to spur ideas and to encourage teachers and students throughout the region to join the effort to celebrate our city’s rich heritage. Philadelphia: America’s World Heritage City is available on the websites of Global Philadelphia Association (at learnphillyheritage.org, and especially at http://learnphillyheritage.org/featured-resources/), History Making Productions, and also on YouTube.

I. Enlightenment City

A. Before Viewing
   - The Enlightenment was an intellectual movement of the late 17th and 18th century that emphasized reason, rationality, and individualism. Enlightenment concepts challenged traditional and religious norms and led to breakthroughs in science and political thought.
   - The Great Fire of London (1666) destroyed much of the medieval city. William Penn, a London native, recognized that the city’s dense housing patterns and cramped, circuitous streets contributed greatly to the damage wreaked by the flames.

B. After Viewing
   - How was Thomas Holmes’ and William Penn’s grid plan a reflection of Enlightenment thinking?
   - In what ways was the plan for Philadelphia more of an idea than a reality during the early years of the city’s founding?

C. More from History Making Productions (HMP)
   - To learn more about the Penn/Holme plan for the city, see the 5-minute webisode Philadelphia: Planning a City and accompanying educational materials
     - https://www.historymakingproductions.com/webisode

D. Activity Idea
   - Philadelphia, Penn’s “Greene Countrie Towne,” was planned as his vision of a utopia. Have students develop their own ideal cities.

E. Philadelphia’s Global Connections
   - Students can investigate the histories of other World Heritage Cities such as Berlin, Cienfuegos, Vienna, Warsaw, or Mexico City to learn about these cities and their growth in earlier eras, in order to create comparisons and contrasts across broad global regions.
II. City of Ideas: The Athens of America

A. Before Viewing
- **Athens**, which remains the capital of Greece, is known as an ancient site of artistic flourishing, scientific accomplishment, and political breakthroughs. During the post-Revolutionary period, Philadelphia experienced a comparable era of innovation and optimism.

B. After Viewing
- Ask students to name as many Philadelphia institutions they can think of that originated during the Athens of America era and record their answers. Which of these institutions have had the most global impact? Which have had the most impact on Philadelphia? Which are most significant in the students’ lives?
- Ask students to name the ideas, documents, and movements that originated in Philadelphia during the Athens of America era (e.g., the Constitution, abolition, prison reform, Bill of Rights) and record their answers. Which of these have had the most global impact? Which have had the most impact on the United States?

C. More From HMP
- To learn more about the Fairmount Waterworks, see the 9-minute webisode and accompanying educational materials *Fairmount Waterworks: First in the Nation*
  - [http://historymakingproductions.com/webisode](http://historymakingproductions.com/webisode)
- To learn more about Benjamin Franklin’s many innovations, see *Franklin’s Spark, 1720-1765* and accompanying educational materials

D. Activity Idea
- Students research and then design “trading cards” for their favorite invention or institution from the Athens in America era.

E. Philadelphia’s Global Connections
- Students can discover and discuss the vast number of inventions and innovations, both ancient and modern, which show problem solving across the world, through a study of such achievements in Cordoba, Le Havre, Rio de Janeiro, Santo Domingo, Yazd, and Zanzibar.
- Students can create an “Ideas Fair” with poster displays of political documents that have affected the political histories of other World Heritage Cities such as Algiers, Cairo, and Istanbul in order to contrast and compare with Philadelphia’s major documents from our colonial and new nation eras.

III. Interlude: Off the Grid

A. Before Viewing
- Show the neighborhood of **Germantown** on a map. Explain that Germantown was founded in by 1683 by Quaker and Mennonite settlers from Germany and is one of the oldest neighborhoods of the city that is now Philadelphia. The first written protest against slavery in the Americas was issued in Germantown in 1688. A Revolutionary War battle known as the Battle of Germantown occurred in 1777. In 1793, President...
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George Washington fled to the Deshler – Morris house in Germantown to escape the yellow fever epidemic raging in Philadelphia. In 1854, Germantown became part of the City of Philadelphia. Like many areas of the city, Germantown experienced “white flight” in the post-World War II years. Today it is a vibrant, mostly black neighborhood that contains many intact buildings from the colonial era.

B. After viewing
● In what ways is Germantown similar to other neighborhoods in Philadelphia? In what ways is it unique?
● If the “interlude” section of the film had focused on your neighborhood rather than Germantown, which institutions, buildings, individuals and events would be featured?

C. More from HMP
● For more about the 1688 Germantown Protest Against Slavery and accompanying educational materials, see In Penn’s Shadow
  ○ historymakingproductions.com/philadelphia-the-great-experiment-2
  ○ historymakingproductions.com/philadelphia-the-great-experiment

D. Activity Idea
● Students make a short film about their own neighborhoods
● Students plan a visit to Historic Germantown. What sites do they most want to see?

E. Philadelphia’s Global Connections
● How have activists in other World Heritage Cities fought for human rights over time, just as Quakers and others in Germantown strove for the abolition of slavery? Useful cities for investigating this topic are Berlin, Cairo, Marrakesh, and Paris.

IV. Workshop of the World: City of Neighborhoods

A. Before Watching
● Ask students the current population of Philadelphia (approximately 1.6 million). Indicate that the city grew from 81,000 people in 1800 to 1.3 million in 1900. Ask for predictions about why the population increased so much during the nineteenth century. What might have been the impact, both positive and negative, of this rapid growth?
● Consolidation describes the 1854 process through which Philadelphia grew from the original grid to incorporate all of Philadelphia County. By combining numerous townships, districts and boroughs into one municipality, greater effectiveness in law enforcement and improved efficiency in city services were achieved.

B. After Viewing
● Nineteenth century Philadelphia was an era of both great achievement and tremendous strife within the city. Ask students for examples of both types of events. Which of these are most significant in terms of how the city developed? How is twenty-first century Philadelphia similar to and different from the city of the 1800s?

C. More From HMP
● To learn more about the “Bible Riots” between Irish Catholics and Irish Protestants, see Urban Trinity: The Story of Catholic Philadelphia and accompanying educational materials
  ○ historymakingproductions.com/urban-trinity-2
  ○ historymakingproductions.com/urban-trinity
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- To learn more about the streetcar desegregation campaign led by Octavius Catto, see *Octavius V. Catto: A Legacy for the 21st Century*
  - historymakingproductions.com/ovc
- To learn more about the Centennial in Fairmount Park, see *World Stage, 1872-1899* and accompanying educational materials
  - historymakingproductions.com/philadelphia-the-great-experiment-2
  - historymakingproductions.com/philadelphia-the-great-experiment
- To learn more about the building of City Hall, see *World Stage, 1872-1899* (minutes 21-25).
  - historymakingproductions.com/philadelphia-the-great-experiment-2
- To learn more about the PTC strike of 1944, see the first five minutes of *Promise for a Better City, 1944-1965* and *Shortcut: Richard Moore: Carolyn Davenport Moore*
  - historymakingproductions.com/philadelphia-the-great-experiment-2
  - historymakingproductions.com/webisode

D. Activity Idea
- Students research and then design an advertisement for a made-in-Philadelphia product, either past or present

E. Philadelphia’s Global Connections
- Students can gain historical perspective on Philadelphia’s “Bible Riots” through a study of the histories of World Heritage Cities Tel-Aviv-Yafo, Jerusalem, and Granada.

V. The City Beautiful

A. Before Viewing
- Ask students if they have ever been to any of the major institutions or events on the Benjamin Franklin Parkway. Show a zoomable map of Philadelphia from before 1907 such as the 1876 Mitchell Map of Philadelphia (available on Wikimedia Commons). Indicate the route of the “future” Parkway, from Center Square (at the intersection of Broad and Market), through Logan Square, to the Reservoir. Why would city leaders want to insert a direct route from one point to the other? Who might have supported such a decision? Who might have objected?

B. After Viewing
- How has the Benjamin Franklin Parkway changed since it opened in 1918?

C. Activity Ideas
- Students work in small groups to research and create advertisements for the many institutions along the Parkway

D. Philadelphia’s Global Connections
- Students can investigate transportation systems in urban settings across the globe, both ancient and modern, through a study of World Heritage Cities Rhodes, Rome and Venice.
- Students can also use Google Maps and Google Earth to look at many different World Heritage Cities’ approaches to city development.
- After viewing this segment, students may also be interested in comparing and contrasting other World Heritage Cities’ monuments, statues, and other public sculptures, such as those in Jeddah, with what we have here in Philadelphia.
VI. A Better Philadelphia

A. Before Viewing
   ● Ask students if they have ever been to Society Hill or show images of the neighborhood today. Indicate that Society Hill is one of the wealthiest neighborhoods in Philadelphia but was not always so. Have they seen other areas of the city become more affluent in recent years? Perhaps define the term “gentrification” and ask what might be positive and negative consequences of this type of neighborhood transformation.

B. After Viewing
   ● Society Hill was a rundown area that is now both a tourist destination and an affluent neighborhood. Were there any downsides to this transformation? What are other areas of the city that are going through similar transitions?

C. More From HMP
   ● To learn more about Edmund Bacon and the transformation of Society Hill see Urban Renewal: The Remaking of Society Hill and accompanying education materials
   ○ historymakingproductions.com/webisode

D. Activity Idea
   ● Students interview parents, grandparents, neighbors, or others who grew up in Philadelphia about the changes they have seen in the city.

E. Philadelphia’s Global Connections
   ● Students may also have relatives who immigrated to Philadelphia from cities around the world, or families who live there still. Some of these cities include Aleppo, Damascus, Guadalajara, Gongju, Puebla, or Santo Domingo, among many others. Conversations and communications with these relatives regarding life in these distant locations can give perspective on the changes documented in Society Hill.
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Film Overview

The fast-paced America’s First World Heritage City film mentions dozens of people, institutions, ideas, and events that have made Philadelphia a unique city that has both influenced and been influenced by other places around the world. The tables below list the major topics touched upon by David Brownlee. These can be used to:

- Help you review content with your students
- Guide you in choosing key concepts and topics on which to develop related lessons
- Design an activity in which students do further research to add to the information provided in the film and in the tables below

The time-line that follows serves a similar purpose.

As students explore the topics involving the past and present in other World Heritage Cities around the globe, in addition to Philadelphia, they may wish to add their information to this grid and the timeline.

I. Enlightenment City

<table>
<thead>
<tr>
<th>People</th>
<th>Institutions</th>
<th>Ideas/Innovations</th>
<th>Events</th>
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</thead>
<tbody>
<tr>
<td>-William Penn</td>
<td>-New World Museum</td>
<td>-1683 grid plan</td>
<td>-Settlement along the Delaware River</td>
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<td>-Thomas Holme</td>
<td>-Penn. Hospital</td>
<td>-Religious tolerance</td>
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<td></td>
<td>-University of Penn.</td>
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<td></td>
<td>-Penn. Academy of Fine Arts</td>
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<td></td>
<td>-Academy of Natural Sciences</td>
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<td></td>
<td>-Franklin Institute</td>
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<td></td>
<td>-Eastern State Penitentiary</td>
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<td>-American Philosophical Society</td>
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II. City of Ideas; Athens of America

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<tr>
<td>-Charles Wilson Peale</td>
<td>-New World Museum</td>
<td>-Declaration of Independence</td>
<td>-Burning of Pennsylvania Hall</td>
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<td>-Ben Franklin</td>
<td>-Penn. Hospital</td>
<td>-Constitution</td>
<td>-Anti-black riots</td>
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<td>-Benj. Henry Latrobe</td>
<td>-University of Penn.</td>
<td>-Abolition</td>
<td>-Nativist riots</td>
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<td>-Penn. Academy of Fine Arts</td>
<td>-Prison reform</td>
<td>-Growth from 81k in 1800 to 1.3 million in 1900</td>
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<td></td>
<td>-Academy of Natural Sciences</td>
<td>-Steam-powered water system</td>
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<tr>
<td></td>
<td>-Franklin Institute</td>
<td>-Fairmount</td>
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<td>-Eastern State Penitentiary</td>
<td>Waterworks</td>
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<td>-American Philosophical Society</td>
<td>-Solitary confinement</td>
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<td>-Bill of Rights</td>
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III. Workshop to the World: City of Neighborhoods

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<tr>
<td>-Baldwin Locomotive</td>
<td>-City of Neighborhoods:</td>
<td>-Burning of Pennsylvania Hall</td>
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<tr>
<td>-Navy Yard</td>
<td>⇒ Textiles in Irish Kensington</td>
<td>-Anti-black riots</td>
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<tr>
<td>-Cramps Shipyard</td>
<td>⇒ Coal docks of the Reading RR/Cramps shipyard in</td>
<td>-Nativist riots</td>
<td></td>
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<tr>
<td>-Broad Street Station</td>
<td>(1871-1908)</td>
<td>-Growth from 81k in 1800 to 1.3 million in 1900</td>
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| German, Polish | German, Polish |
| Frankford/Port | Frankford/Port |
| Richmond | Richmond |

⇒ Textiles in
Scots-Irish, English, German
Manayunk

⇒ Waterfront
jobs for blacks, Irish, Italians in South
Philadelphia

- Fairmount Park

- Consolidation increases city from 2 to 130 sq. miles
- Centennial celebration

IV. City Beautiful

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<tr>
<td>-Jacques Gréber</td>
<td>-Benj. Franklin Parkway</td>
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V. A Better Philadelphia

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Philadelphia Timeline

1682 – Founding of Philadelphia
1723 – Arrival of Benjamin Franklin
1731 – Founding of Library Company of Philadelphia
1735 – Building of Pennsylvania State House (Independence Hall)
1743 – Founding of American Philosophical Society
1751 – Founding of Pennsylvania Hospital
1775 – Founding of Pennsylvania Abolition Society
1776 – Signing of the Declaration of Independence
1784 – Founding of Charles Wilson Peale’s New World Museum
1787– Convening of the Constitutional Convention
1791 – Founding of the University of Pennsylvania
1805 – Founding of the Pennsylvania Academy of the Fine Arts
1817 – Incorporation of the Academy of Natural Sciences
1824 – Founding of the Franklin Institute
1829 – Building of the Eastern State Penitentiary
1831 – Establishment of Baldwin Locomotive Works
1838 – Burning of Pennsylvania Hall
1842 – Rioting against blacks along Lombard Street corridor
1844 – Rioting by nativists against Irish Catholics
1854 – Consolidation of City of Philadelphia and County of Philadelphia
1876 – Opening of Centennial International Exhibition
1893 – Opening of Reading Terminal station
1901 – Completion of City Hall
1926 – Completion of Benjamin Franklin Parkway
1956 – Establishment of Independence National Historical Park
1964 – Completion of Society Hill Towers