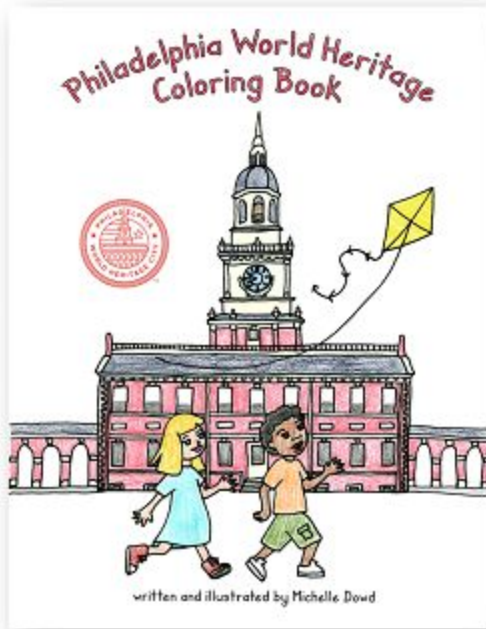


What is the Philadelphia World Heritage Coloring Book? How can I use it?



Caleb and Olivia are playing when their kite gets loose and blows away on a windy day. Trying to capture it, they are taken on an adventure around the City of Philadelphia...



A. Can I have a bit of background?

After Philadelphia became a World Heritage City in 2015, the Global Philadelphia Association (GPA) established the World Heritage Education Program in order to educate and empower “global kids with roots.” In 2017, GPA commissioned Michelle Dowd, a Philadelphia writer and illustrator to create this imaginative coloring book as a fun and engaging learning tool designed to educate children about Philadelphia’s history, culture, and global connections. Readers follow Caleb and Olivia as they chase their kite and visit cultural and historical sites throughout Philadelphia, including Independence Hall, the Philadelphia Zoo, and the Johnson House. A Spanish language edition of the Coloring Book is now available.



B. How can I use the Philadelphia World Heritage Coloring Book (PWHCB) in my classroom?

Teachers report that the PWHCB offers numerous opportunities to explore Philadelphia as a World Heritage City. Here are some examples for students' actual classroom experiences at the K-5 grade level:

- Dive deeply into the concept of heritage (their own, the city's, the world's);
- Present their families' histories with artifacts;
- Create their own artwork based on the sites in the WHCB or other locations in the city;
- Use literature and art from authors such as Ezra Keats and Jacob Lawrence;
- Form a travel plan through the city on SEPTA to WHCB sites and other sites they selected;
- Use Flat Caleb and Flat Olivia to explore their own neighborhoods, created a scrapbook with their results;
- Use books on Philadelphia available in the school's or classroom's library to gain additional information;
- Watch videos about Philadelphia's history, such as the World Heritage City Film, available [here](#);
- Generate questions to frame discussions about the sites and their research into them;
- Collaborate with the art teacher to draw pictures of sites in the WHCB using pastels and sketch materials, created a book with results for the school's library;
- Take virtual field trips to historical sites in the WHCB through examination of on-line sources.

How can I use the PWHCB if I am teaching remotely?

If teachers are using distance learning with their students, there are many ways that the PWHCB can be a foundation for class projects. Here are some possibilities, based on what teachers told us:

- Host a Zoom meeting when the teacher reads stories about cultures from around the world, and compare cultures with Philadelphia
- Students select a World Heritage City (even San Antonio, Texas, our second World Heritage City in the United States!), and create FlipGrid presentations about them, with comparisons to Philadelphia;
- Have Heritage Days which allow students to talk about their own heritages in a Zoom meeting; Students can include family traditions, show an heirloom or photographs, or even make a recipe;
- Just as the PWHCB has drawings for Philadelphia landmarks, students can create pictures of landmarks from other cities around the world that they know about;
- Students may be able to establish pen pal communications with students from schools in San Antonio, Texas, based on teachers' relationships with Global Philadelphia Association;

- Teachers and classes can learn about San Antonio, Texas, and the historical sites there, as well as important historical figures, dates, indigenous animals, and cultural comparison with Philadelphia, then share results through FlipGrid;
- Teachers can read the PWHCB aloud to their students in a Zoom meeting, then focus in on a few sites that are especially appealing, such as the Philadelphia Zoo; students can complete the page about a favorite zoo animal, then learn more about the animal selected.
- Teachers can use the page in the PWHCB about the Johnson House to develop conversations about slavery, racism, abolitionism, and antiracist activities;
- Conversations about racism can lead to conversations about important African Americans whom the students select to learn about (such as Barack Obama, Misty Copeland, and the Tuskegee Airmen).

C. How can the WHCB help me connect with best practices?

Charlotte Danielson’s “Framework for Teaching” includes four domains (planning and preparation, classroom environment, instruction, and professional responsibility) to help guide teachers as they develop and implement their classroom activities. Teachers can use the WHCB to launch specific components of Danielson’s framework such as “establishing a culture for learning,” “using questioning and discussion techniques,” and “engaging students in learning,” among others. See this [site](#). In addition, the Pennsylvania Department of Education supports use of Academic Standards for English Language Arts in grades Pre K- 5, including opportunities for “foundational skills,” “reading informational text,” “reading literature,” “writing,” and “speaking and listening.” Teachers can use the WHCB to support implementation of these standards. See this [site](#).

D. What are some ideas for following up on my own based on sites in the WHCB?

1. Historical buildings

Independence Hall, located in Independence National Historical Park, is the building where delegates wrote both the Declaration of Independence and the U.S. Constitution. Here is the [website](#). If you want to contrast what occurred at this World Heritage Site in Philadelphia with what occurred at a World Heritage Site in another World Heritage City, here is information about Havana, Cuba, <https://www.ovpm.org/city/havana-cuba/>, <https://whc.unesco.org/en/list/204>, and the urban historic center of Cienfuegos, Cuba, <https://whc.unesco.org/en/list/1202>.

Johnson House, located in Germantown, was a major stop on the Underground Railroad. Here’s the [website](#). If you want to add to your coverage of students’ ideas about the origins of the African slave trade, here’s a link to Island of Goree, off the coast of Dakar, Senegal, <https://whc.unesco.org/en/list/26/>, and the city, <https://www.ovpm.org/city/dakar-senegal-2/>.

The Philadelphia Museum of Art is our city's major art institution. Here's the [website](#). If your students want to compare what is in our museum with other art collections around the world, here's the site for the same type of museum in Mexico City: <http://www.munal.mx/en>, and a site for information about Mexico City, another World Heritage City: <https://www.ovpm.org/city/mexico-city-mexico/>.

The Philadelphia Zoo is the nation's first zoo! See the [website](#). And, check out a zoo in another World Heritage City: <https://www.zoovienna.at/>. How is Vienna's zoo different from our own?

2. Historical Individuals

William Penn founded the colony of Pennsylvania and the city of Philadelphia in 1682. There are many statues of Penn around our city, including the one on the top of City Hall. At one point, this statue was the tallest in the world.

<https://www.associationforpublicart.org/artwork/william-penn/>. The WHCB also mentions Spruce Street Harbor Park which marks the site on the Delaware River where Penn landed and began his time in Philadelphia.

<https://www.theconstitutional.com/blog/2015/06/18/spruce-street-harbor-park>

Benjamin Franklin was an important political figure in colonial Philadelphia's and our new nation's history. Like William Penn, there are many places in Philadelphia where we can "see" him. One site is the Franklin Town Metal sculpture, 17th and Vine Streets,

https://www.waymarking.com/waymarks/WMHTB1_Big_Ben_at_Franklin_Town_Philadelphia_PA. Another site is Ben Franklin Parkway

<http://www.parkwaymuseumsdistrictphiladelphia.org/About-the-Parkway/Past/38/>.

Betsy Ross and her house help us to think about other special people and places that are part of our story of the American Revolution. Here is the website for [Ross' house](#), and more details about [Ross' life](#).

Commemorating the lives of William Penn, Benjamin Franklin, and Betsy Ross may prompt students to discuss their ideas about current controversies regarding [these topics](#):

- [Confederate statues in the South](#);
- the [world's tallest statue now](#);
- ideas for a statue that commemorates Indigenous Peoples Day, instead of a day remembering Christopher Columbus

<https://wellesley.wickedlocal.com/news/20191022/debate-over-columbus-day-vs-indigenous-peoples-day-back-on-town-agenda>.

3. Public art

The “We the Youth” mural which Keith Haring completed in 2013, located at 22nd and Ellsworth Streets. Here is additional information about [the mural](#).

The “Love Sculpture” which Robert Indiana created and came to Philadelphia in 1976 as part of the nation’s bicentennial, installed in John F. Kennedy Plaza. Here is additional information about [the sculpture](#).

As Caleb and Olivia visit these examples of Philadelphia’s public art in the WCHB, students may ask questions of each other about what other types of public art they would want to create and install in their city and neighborhoods.

Across the globe, many other World Heritage Cities have much public art, too, just like Philadelphia. Here are a few to explore: <http://www.sculpturesofjeddah.com/>, in Jeddah, Saudi Arabia; <https://theculturetrip.com/asia/singapore/articles/a-tour-of-singapores-statues-and-sculptures/>, in Singapore; and <https://theculturetrip.com/africa/south-africa/articles/11-of-pretorias-top-public-art/>, Pretoria, South Africa.

E. What if I want more?

In order to further develop our initiative, *Educating Global Kids With Roots*, GPA offers professional development for educators in all disciplines and settings. GPA also provides support after teachers begin to use the PWCHB in their classrooms. Here are some sites you may wish to visit: <http://learnphillyheritage.org/>, <http://globalphiladelphia.org/>, <https://www.ovpm.org/>.