



“Teaching Philadelphia Heritages” Webinar Guide

“Teaching Philadelphia Heritages” is a 30-minute asynchronous webinar presented by Global Philadelphia Association (GPA) for Grade K-8 educators. GPA has developed teaching resources designed to increase student awareness of and appreciation for the history and cultures of Philadelphia and its global connections, as well as develop cultural competencies such as empathy, curiosity, and civic mindedness.

In this webinar, we will introduce you to these resources, present several approaches to exploring the concept of heritage with K-8 students, walk you through some possible classroom activities, and suggest ways to use these resources to help your students get to know our World Heritage City even better.

Things to Note:

- The webinar is divided into 5 sections with an activity at the end of each section.
- You can move through the webinar at your own pace and watch the sections separately or all together. Each section of the webinar is 10 minutes or less, but you may want to allow more time to do the activities.
- The Part II activity requires paper and pen and the Part IV activity requires space to move around.
- This guide outlines the webinar content and contains activity instructions and links to the resources mentioned. You may want to follow along as you watch.

All of our learning resources are available here:

LearnPhillyHeritage.org

This webinar is available here:

LearnPhillyHeritage.org/featured-resources

PART I: Introduction to Teaching Heritage

Introduction

- [Global Philadelphia Association website](#)
- [Organization of World Heritage Cities website](#)

Teaching the concept of “heritage”

- [UNESCO: About World Heritage](#)

PART I Activity: Exploring personal heritage

1. Name something that you have inherited. It could be an object like an heirloom or a gift. Or you could name something “intangible,” like a personality trait or a religious belief.
2. Who did you inherit this from?
3. How does it remind you of them?
4. Why is it important to you?
5. What would you want someone to inherit from you?

Take it further:

- Maybe students can write about these inheritances, or draw them, do a show and tell, write a poem, or even create a self portrait from words or images representing what they’ve inherited. Or create a map that shows where the object might have come from.
- Students can interview each other and ask these questions. It’s a great opportunity for students to reflect on their own heritages and learn to appreciate the heritages of others.
- Diverse family structures and identities may affect how your students define “family,” “home,” “community, ” or even “self.” How can we be thoughtful and sensitive in the ways that we discuss the concept of heritage with students who are adopted, identify with more than one race or ethnicity, live in blended or multiple families, or have complicated feelings about their families or identities? The goal is to create space for students to define their own heritages based on the connections that are most meaningful to *them*.

PART II: Exploring Philadelphia as OUR World Heritage City

Introduction

- [Online Heritage Education Resource Center](#) (LearnPhillyHeritage.org)

Philadelphia World Heritage Coloring Book

- [Coloring Book ordering information](#)
- [Teachers’ Guide](#)
- [Heritage Storytime Episode 3: Color your City with Caleb and Olivia](#)
- [Spanish video](#)
- [Japanese video](#)

National Historic Landmarks

- [Philadelphia Heritage Map](#)
- [Online interactive Google Map of the NHLs](#)

PART II Activity: Mapping heritage

1. First, pull out a blank sheet of paper and draw the place where you live.
2. Next, imagine that you want to take a friend to visit a place you like in your neighborhood. Imagine walking from your home to this place with your friend.
3. Where are you going?
4. Why do you want to take your friend there?
5. What will you do there?
6. Map out your walk by drawing a line from your home to the place you are taking your friend.
7. Is it a straight line or do you have to take any turns?
8. Is it close or far?
9. What do you pass by while you are walking?
10. Draw the place you are going and the other things you'll see on your walk. Now you have a map of your neighborhood. You can share this with your class and take them on a tour of your neighborhood and the places that are important to you.

Take it further:

- Another activity that older students can do as a class project is to make their own collective Philadelphia Heritage Map. Each student can choose a historic site to research.
- There are many ways to share their work with each other or other members of the school community. Maybe on a classroom bulletin board with each of these sites laid out? Or, maybe through an interactive Google Map like the map of the National Historic Landmarks. Google Map tutorials are available online.

PART III: Exploring Philadelphia's Connections - Past and Present

Heritage Storytime

- [Episode 1: Oney Judge's Daring Escape from Slavery](#)
- [African American Museum in Philadelphia](#)
- [Lest We Forget Museum of Slavery](#)
- [Episode 2: Philly has a Dream for Martin Luther King, Jr. Day](#)
- [Johnson House](#)
- [History Hunters](#)

PART III Activity: Gaining Justice Everywhere

There are several possible activities to take the Heritage Storytime episodes even further:

1. You may like to design a class activity around Oney Judge's story. Classes can conduct more research on her life using the links in the [Ep1 Resource Guide](#). Or they could write an imaginary letter to Ms. Judge, asking her questions about her life, or her situation. Or, perhaps draw a picture of her experiences with people who helped her throughout her life alongside pictures of the people who have helped them when they needed it.

2. Students might also look into the lives of others who struggled for freedom and their rights, such as Octavius Catto, with Philadelphia connections, in the past...and those who still do so today such as the leaders in the city's Black Lives Matter organization and those who support and assist their actions.
3. Classes can look at the history of the MLK Day of service here in Philadelphia, and participate in in-person or virtual activities, especially since the work on the day goes back 25 years throughout Pennsylvania, Delaware, and New Jersey. Students can also learn all about the day, its meaning, its expansion over this time period, and what is planned for an upcoming MLK Day of Service in their own neighborhoods.
4. Philadelphia's status as a World Heritage City can easily link students to other [World Heritage Cities](#) around the globe, with a goal of understanding advocacy for justice in these other global urban centers.
5. Students can learn about the current status of COVID vaccinations in some of these cities that are linked to Philadelphia because of families' heritages and/or our shared WHC status, also. Does the scale and scope of COVID vaccinations fit within the history of struggle for human rights? How?

PART IV: Exploring Philadelphia's Connections - Local and Global

Introduction

- [World Heritage Cities list](#)
- [LearnPhillyHeritage.org](#)

Learning about Philadelphia's Global Heritages

- [Learning about Philadelphia's Global Heritages](#) website

World Heritage Tool Kit

- [World Heritage Tool Kit](#)
- [Lesson: Just Rice and Soy Sauce? Teaching about Chinese Culture through Food](#)
- [Lesson: Building a Native American \(Leni-Lenape\) Shelter](#)

Heritage Storytime

- [Episode 4: Let's Play Together! ¡Juguemos Junto!](#)
- [Smith Memorial Playground](#)
- [Episode 5: Cooking Culturally - Let's Cook for Ramadan](#)
- [Al-Bustan Seeds of Culture](#)

PART IV Activity: Slide! ¡Deslízate! with Tania

Here are two activities that you can do with your class:

1. Watch Heritage Storytime Episode 4 "Let's Play Together! ¡Juguemos Junto!" and do the movement activities along with Tania. You can skip straight to the activity starting at 12:05 in the [YouTube video](#), or check out all the episode details and materials on the [Heritage Storytime website](#).
2. You can also lead your students in playing one or more of the international games listed on [this website](#) (http://www.gameskidsplay.net/games/foreign_indexes/). How does the game resemble games that they've played? How is it different?

PART V: Conclusion

Final Activity: Exploring the Possibilities!

Our goal in this webinar has been to introduce you to a wide variety of resources that GPA staff have created and learned about recently. But, enough about us.... What are your ideas about how you may use these resources with your students? Here are some questions that give you time and space to think through what can come next.

From Part I: Introduction to Teaching Heritage

1. How will you connect the concept of “heritage” with your students? What do you already teach about “heritage”?
2. What is the best way to use the “Exploring Personal Heritage” activity?
3. When would this activity fit into your curriculum plan for the school year?

From Part II: Exploring Philadelphia as OUR World Heritage City

1. What do you already teach about the city of Philadelphia?
2. Is the Philadelphia World Heritage Coloring Book a resource that suits your needs? How?
3. How about the National Historic Landmarks (NHLs) information? Are the NHLs relevant to your teaching? How?
4. Will the “Mapping Heritage Activity” fit into your teaching? How?
5. When would this activity fit into your curriculum plan for the school year?

From Part III: Exploring Philadelphia's Connections - Past and Present

1. What do you already teach about our city’s connections to the past?
2. Both of the Heritage Storytime episodes in this section feature Philadelphia’s own history. How might this info and the actual episodes fit into your classroom activities?
3. Do the “Gaining Justice Everywhere” activities suit your needs and interests for your students? How?
4. When would this activity fit into your curriculum plan for the school year?

From Part IV: Exploring Philadelphia’s Connections - Local and Global

1. What do you already teach about our city’s connections to international cities, populations, and sites?
2. This section has the broadest range of resources (Learning about Philadelphia’s Global Heritages, the World Heritage Tool Kit, Heritage Storytime). They can help your students to look out into the world even further, to connect globally. How might you use them?
3. Will the “Slide/Deslízate Activity” fit into your teaching activities? How?
4. When would this activity fit into your curriculum plan for the school year?
5. When could you use these resources throughout your school year?