World Heritage City Lesson Plan

Lesson Title: What Makes a World Heritage City? Connecting Philadelphia with Mexico, and other countries in Central America and the Caribbean

Subject(s): English as a Second Language (ESOL), Entering Level 1, Emerging Level 2, Developing Level 3

Suggested Grade Levels: 5th-12th

Lesson Description:
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.

Core Curriculum Standards:
CCSS = Common Core State 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:
Content:
(1) evaluate whether or not a city meets World Heritage Site/City criteria
(2) support a position using evidence based on World Heritage Site/City criteria
(3) compare/contrast two cities based on World Heritage Site/City criteria

Language:
(1) define heritage, nature/natural, culture/cultural, criteria (criterion)
(2) define World Heritage Site / City criteria
(3) 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:
(1) Web sites
The Case for Philadelphia as a World Heritage City (PDF with text / images on why Philadelphia should be a World Heritage City.)
Stories of World Heritage (Images and text written for students on World Heritage sites.)
http://worldheritage.si.edu/en/index.html

(2) Handouts
Key Vocabulary List (Handout Page 1)
World Heritage Criteria (Handout Page 2)
World Heritage Cities in the Americas (Handout Page 3)
Newspaper articles (Handout Page 4)
Power Point with additional resources (online)

Procedure:
Build on prior knowledge: Options
(1) Show students an image of Independence Hall / Liberty Bell (or something else related to Philadelphia’s unique heritage.) Ask students if they know why the building / bell is important?
(2) Show students the video clip on World Heritage Sites (5 minutes) -
https://www.youtube.com/watch?v=_HUWY-yLUCg or (1.4 minutes)
https://www.youtube.com/watch?v=M70vcGy9_w4. Ask students what they see? (buildings, nature, etc.)
(3) Show students the video clip (advertisement) on Mexico’s World Heritage sites (35 seconds) https://www.youtube.com/watch?v=wmDjWw8eOuM 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.)

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.

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.

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).

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.)

http://www.colorincolorado.org/educators/teaching/vocabulary/

The Academic Word List Highlighter may help you determine priority academic words:
http://www.nottingham.ac.uk/alzsh3/acvocab/awlhighlighter.htm

SELECT possible vocabulary to consider for pre-teaching without giving away the text: (NOTES: Tier level is flexible. Tier 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
Made
Brain
People (humans)
Beauty (pretty)
Art
Important / importance
Animals
Plants
Save
Help
Books
Past (present)
Land
Sea (ocean)
Build (built)

**Tier 2**
Creative (create)
Masterpiece
Historical (history)
Landscape
Buildings (build)
Exchange
Values
Nature, natural
Science
Culture
Tradition

**Tier 3**
U.S. Declaration of Independence
U.S. Constitution
U.S. Bill of Rights
Religious Freedom
Conservation (conserve)
Environment
Civilization

**Small Groups**

(1) 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.

(2) 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.*

(3) *Level 1 / 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. *Level 2 / Emerging and Level 3 / 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 website – Stories of World Heritage - [http://worldheritage.si.edu/en/index.html](http://worldheritage.si.edu/en/index.html)- before working in small groups.

**Web sites:** Text available in English, French, Arabic, Chinese, Russian, Spanish, Japanese, etc. World Heritage Cites Interactive Map: [http://whc.unesco.org/en/interactive-map](http://whc.unesco.org/en/interactive-map)

<table>
<thead>
<tr>
<th>Region</th>
<th>City</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexico</td>
<td>Puebla</td>
<td>Religious buildings (1500s-1600’s)</td>
</tr>
</tbody>
</table>


(4) Each group should share their findings on other cities.

**Additional Options for Level 2/ Emerging and Level 3 / Developing students**

There are two news articles on Philadelphia becoming a World Heritage City. The first article from *Newsworks* is appropriate for Level 2 / Emerging students. The second article from the Philadelphia Inquirer may be appropriate for Level 3 / Developing students. 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

(1) Use the 3, 2, 1 strategy: have students list/discuss 3 things they learned, 2 things they found interesting, and 1 questions they had. (2) Ask students to reflect on the pre-reading questions. What is the author’s purpose? How do I know? Cite evidence from the text.

(3) 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 Level 2 / Emerging and Level 3 / Developing students, have students compare / contrast Philadelphia and another city.

  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:

Level 3 / 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.

Additional Resources (websites, books, articles, etc.):

Additional resources are in this slide show:

https://upenn.box.com/s/17bwwq0coucvctnb8vlla87ui3rbzp1c
### Key Vocabulary List (Handout Page 1)

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Definition</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heritage (noun)</td>
<td>Values, beliefs, traditions, art, music, foods passed down from a grandparent to parents to children. Passed down in a family or groups.</td>
<td><img src="Image1" alt="Image" /></td>
</tr>
<tr>
<td>Spanish: herencia</td>
<td>French: héritage</td>
<td></td>
</tr>
<tr>
<td>Culture (noun)</td>
<td>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</td>
<td><img src="Image2" alt="Image" /></td>
</tr>
<tr>
<td>Spanish: cultura</td>
<td>French: culture</td>
<td></td>
</tr>
<tr>
<td>Nature (noun), Natural (adjective)</td>
<td>Everything in the world that is not made by humans (plants, animals, mountains, rivers, weather...)</td>
<td><img src="Image3" alt="Image" /></td>
</tr>
<tr>
<td>Spanish: naturaleza, natural</td>
<td>French: nature, naturelle</td>
<td></td>
</tr>
<tr>
<td>Criteria (plural noun), Criterion (singular noun)</td>
<td>A fact or a list used to judge something or make a decision about something</td>
<td><img src="Image4" alt="Image" /></td>
</tr>
<tr>
<td>Spanish: criterio, criterios</td>
<td>French: Critères, Critère</td>
<td></td>
</tr>
</tbody>
</table>
## World Heritage Criteria (Handout Page 2)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Philadelphia</th>
<th>Yes or No?</th>
<th>City</th>
<th>Yes or No?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative masterpiece</td>
<td>U.S. Declaration of Independence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>U.S. Constitution / Bill of Rights</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Something great made my humans People use their brains (Culture)</td>
<td>Religion Freedom</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Natural beauty</td>
<td>Things in nature are beautiful (Nature)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Historical landscapes</td>
<td>Buildings or land show important time in history (Culture)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Site of exchange of important values</td>
<td>Important buildings, arts, plan of the city with human values (Culture)</td>
<td></td>
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</tr>
<tr>
<td>Conservation Importance</td>
<td>Contains the most important natural habitats for on-site conservation of the biological diversity including those with threatened species which are scientifically valuable, Saves nature, animals and plants. Nature, animals and plants in the place are very important for science. (Nature)</td>
<td></td>
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<tr>
<td>Ecological or biological significance</td>
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<tr>
<td>Be an outstanding example of on-going ecological and biological processes in the evolution of various plant and animal ecosystems.</td>
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<tr>
<td>Cultural or artistic significance</td>
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<tr>
<td>Be associated with events or living traditions, ideas and beliefs, or with artistic and literary works of outstanding significance.</td>
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</tr>
<tr>
<td>Important art and books. (Culture)</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Example of traditional cultures</td>
<td></td>
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</tr>
<tr>
<td>Be an example of a traditional human settlement, land-use, or sea-use which is representative of a culture, or human interaction with the environment.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Where humans lived in the past, used the land or sea (ocean), and built their culture (Nature)</td>
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</tr>
<tr>
<td>Historical significance</td>
<td></td>
<td></td>
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<tr>
<td>Be an outstanding example of a major stage of Earth's history.</td>
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</tr>
<tr>
<td>Important time in history (Culture)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Remnant of ancient civilisation</td>
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</tr>
<tr>
<td>Be a unique marker of a cultural tradition or civilisation.</td>
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</tr>
<tr>
<td>Special example of a past tradition or civilization (a group / nation) (Culture)</td>
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</tr>
</tbody>
</table>

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

Philadelphia (should) (should not) become a World Heritage City because ____________

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

____________________ should be a World Heritage City because ________________
World Heritage Cities in the Americas (Handout page 3)

There are 22 World Heritage Cities in Mexico (11), the Caribbean (8) and Central America (2). Philadelphia is the first World Heritage City in the United States.

<table>
<thead>
<tr>
<th>Country</th>
<th>City</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexico</td>
<td>Puebla</td>
<td>Historical Landscape (Religious buildings (1500s – 1600s cathedral and buildings)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Site of Exchange of Importance (street pattern)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Historical significance (events helping create independent Mexico from Spain; 1910 Mexican Revolution)</td>
</tr>
<tr>
<td></td>
<td>Video:</td>
<td><a href="http://whc.unesco.org/en/list/416/video">http://whc.unesco.org/en/list/416/video</a></td>
</tr>
<tr>
<td>Mexico</td>
<td>Mexico City / Tenochtitlan</td>
<td>Site of exchange of important values (arts and architecture)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Remnant of ancient civilization</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Example of Traditional Cultures (Aztec Temples and gardens)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Historical Landscape (street and city plan; government and religious buildings influenced by Spain)</td>
</tr>
<tr>
<td></td>
<td>Photos:</td>
<td><a href="http://whc.unesco.org/en/list/412/gallery/">http://whc.unesco.org/en/list/412/gallery/</a></td>
</tr>
<tr>
<td></td>
<td>Video:</td>
<td><a href="http://whc.unesco.org/en/list/412/video">http://whc.unesco.org/en/list/412/video</a></td>
</tr>
<tr>
<td>Panama</td>
<td>Panama City</td>
<td>Historical Landscape (French, Spanish and early American buildings)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Site of Exchange of Importance (street pattern)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Historical significance (tried to start a many nation Central / South American congress in 1826)</td>
</tr>
<tr>
<td></td>
<td>Photos:</td>
<td><a href="http://whc.unesco.org/en/list/790">http://whc.unesco.org/en/list/790</a></td>
</tr>
<tr>
<td>Country</td>
<td>City</td>
<td>Site exchange of important values and Historical Landscape (street grid; city gardens; fort, towers and gates)</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Dominican Republic</td>
<td>Santo Domingo</td>
<td>Site exchange of important values and Historical Landscape (street grid; city gardens; fort, towers and gates)</td>
</tr>
<tr>
<td>Cuban</td>
<td>Havana</td>
<td>Example of Traditional Culture (city is built along the sea / ocean)</td>
</tr>
<tr>
<td>Barbados</td>
<td>Bridgetown</td>
<td>Site of exchange of important values (English colony; ideas on trade, science, culture and technology; mix of European and African culture)</td>
</tr>
</tbody>
</table>
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 cites 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
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