World Heritage Sites

"Heritage is the whole story of you; everything you inherit from your ancestors, what you’ll pass on to future generations and who you are today. World heritage sites tell an important part of the story of us." - Gail Shore, photographer

**TOPIC**
World Heritage Sites

**GRADE LEVELS**
3rd to 8th grades

**TIME**
two - three 50-60 minute sessions

**LESSON GOALS**
Through storytelling and the examination of photos, students will gain architectural perspective from around the world.

**PART I**
Students will evaluate the ingenuity of historical structures to determine their importance and relevance to society both then and now.

**PART II - DEEP DIVE**
Utilizing the new perspective, students will juxtapose a selected site(s) to something in their lives that might be identified as a place of meaning, that helps to tell their story either in their community or in their more immediate world.

**LESSON OBJECTIVES**
Students will utilize technology to explore, research, and share their learning about World Heritage Sites and also about their more immediate world.

- What story does the World Heritage Site you chose tell?
- What was the purpose for this structure (religious, governmental, educational, other)?
- In the segment, a World Heritage Site is identified as an ‘Irreplaceable source of life and inspiration’. How does the site you chose provide life and inspiration to the community now? What about then?

Students will select an architectural site in their community that helps to tell their story as they examine similar questions.

Students will create a SPARK (or similar) video to share their findings as they compare these two sites from then and now as they consider the idea of the sites being ‘irreplaceable source(s) of life and inspiration.’

**CONTENT STANDARDS**
GEOGRAPHY: G4.3.1 Explain how people have modified the environment and used technology to make places more suitable for humans.

GEOGRAPHY: G1.2.4 Use images as the basis for answering geographic questions about the human and physical characteristics of places and major world regions.

CCSS.ELA-LITERACY.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CCSS.ELA-LITERACY.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.2 Write informative / explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**MATERIALS & RESOURCES**

- Seen By Me World Heritage Sites Episode
- Seen By Me gallery
- iPad/Chromebook
- Spark Video

**VOCABULARY**

- World Heritage Site
- Ingenuity
- Architecture
- Scaffolding
- Archaeology

**LESSON**

Together as a group, view the Seen By Me World Heritage Site Episode to launch. [watch here]

Utilize the note-taker for part 1 and explore more closely by selecting a World Heritage Site. Students will have been part of the process before beginning the research independently.

Invite students (individuals or partners) to choose and investigate a World Heritage Site. They might use one of the suggestions that our narrator, Gail, gives: the Dome of the Rock in Jerusalem, the ancient city of Jerash, the carvings at Luxor, the ruins of Baalbek. Students can tap into the vault of images cultivated by Seen By Me: http://www.culturaljam.org/photo_gallery

Students might also tap into the UNESCO: United Nations Education, Scientific, and Cultural Organization site [link] to get ideas and learn more about World Heritage Sites.

Check in with students to examine their progress. This may take more than one class period as they investigate and they feel connected to or curious about the different sites.

Bring the group together to discuss examples of their observations and findings.

Document students’ ideas in a notebook or somewhere visible to all.
DIVING DEEPER
Invite students to imagine their community and the places that are meaningful to them. What structures carry important pieces of the story of us right here close to home?

Utilizing Spark Video [link] or a similar application (providing video, voiceover, image addition, music, transition etc.) allow students to create a comparison piece. They will share their findings as they compare these two sites from then and now.

Included in their piece might be a definition of World Heritage Site and a discussion of the level of ingenuity that was taken when these sites were created as well as an analysis of how this structure / site exemplifies the idea that is in the episode. A World Heritage Site is identified as an ‘Irreplaceable source of life and inspiration.' Note: we encourage you to share these videos with us via Twitter using #seenbyme

CONNECTION
What is your favorite world heritage site?

Capture images from around the globe and share them utilizing #seenbyme on Instagram and Twitter to have your photos shared with the world!

ASSESSMENT
Student can explain how people have modified the environment and used technology to make places more suitable for humans.

Student can use images as the basis for answering geographic questions about the human and physical characteristics of places and major world regions.

Student can use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Student can gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Student can write informative / explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STUDENT WORKSHEETS FOLLOW
ABOUT THE AUTHOR

Katie Tasch Bielecki started her career with Teach For America. After receiving her Bachelor’s Degree from Lyman Briggs (Science and Technology Studies) at Michigan State University, she obtained a Master’s Degree in the Art of Teaching from Dominican University. She has served as a classroom teacher, an interventionist, and a district curriculum coach.

Her passions lie in social justice, equity, and identifying a method to capture the accounts of all storytellers. Her classroom community is designed to invite the stories and voices of her students. The curriculum she develops challenges learners to think beyond themselves, build empathy, and problem solve with other global citizens.

ABOUT CULTURAL JAMABALYA

Cultural Jambalaya is a photography-based nonprofit organization whose mission is to promote understanding and respect for all cultures. Cultural Jambalaya aims to celebrate cultural differences — and similarities — while benefiting nonprofit organizations and schools.

Seen by Me is a 2019 collaboration with ProjectExplorer in which Cultural Jambalaya’s award-winning "Windows & Mirrors" educational video series for teacher is re-imagined for today's tech-savvy students. In keeping with the original "Window & Mirrors" blueprint, Seen by Me is supported by free resources for teachers to engage students in a variety of subjects, including social studies, geography, history, diversity, and language.

ABOUT PROJECTEXPLORER

Founded in 2003, ProjectExplorer’s mission is to bring the world into classrooms and living rooms with free video content and curriculum that fosters global awareness and cross-cultural understanding. ProjectExplorer offers several children’s educational programs including Destinations (originals) and Crash Test World with Kari Byron, with other programs in development.

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# World Heritage Sites

**Examining History Part I**

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Social Scientist: __________________

## OTHER'S STORIES

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<td>Do you think that this structure has the potential in the future to be known as a world heritage site? Explain.</td>
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## Student Notetaker

- Explain how people have modified the environment and used technology to make places more suitable for humans.
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### My Own Story

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