







### (Cover Image)

**Vietnam, Fishing Villages of Ha Long Bay** Cua Van fishing village, 2006 Nguyen Quang Thanh/World Monuments Fund



#### **WORLD MONUMENTS FUND**

WORLD MONUMENTS FUND IS THE LEADING INDEPENDENT ORGANIZATION DEVOTED TO SAVING THE world's treasured places. Since 1965, wmf has worked in more than 90 countries, advancing innovation in the field and ensuring that important architectural and cultural sites remain an integral part of society and of a sustainable environment. Wmf and its partners around the world seek to inspire an enduring commitment to heritage stewardship by local communities, international travelers, and others benefitting from the legacy of these sites. Wmf's headquarters is in New York City. To learn more, visit www.wmf.org, www.twitter.com/worldmonuments, and www.facebook.com/worldmonuments.

#### **WORLD SAVVY**

with the mission to educate and engage youth in community and world affairs, world savvy prepares the next generation of leaders to learn, work and thrive as responsible global citizens in the 21<sup>st</sup> century. World Savvy was founded in 2002 in response to the critical need for youth to acquire global knowledge and 21<sup>st</sup> century skills. We create systemic change in K–12 education to provide every student in every classroom with the content knowledge, skills, attitude, and behaviors to be leaders and change-makers in their diverse communities, locally and globally. World Savvy is a leader in global education, providing interdisciplinary academic and arts programs for youth and dynamic professional development for educators to help integrate global issues into the classroom across all disciplines—science, math, history, arts, language, social studies and more. To learn more, visit www.worldsavvy.org.



#### **UNIT SUMMARY**

In this unit, students will make connections between historic preservation and sustainability. They will begin by exploring the importance of preserving significant places in their own lives and communities, and then examine how the World Monuments Watch serves as a tool to define and preserve architectural heritage. They will then develop a game to introduce people to the World Monuments Watch as they learn about the many sites on the Watch, at present as well as historically. Finally, students will develop a project for how they can take action to help preserve some of the sites on the Watch.

Teachers are strongly encouraged to submit student projects to World Monuments
Fund. WMF can, in some cases, post student work on their website, connect classrooms to those working at the site, and assess the viability of pursuing some project ideas through WMF's work in the field.
Submissions and related questions should be sent to education@wmf.org.

#### **ENDURING IDEAS**

- Importance of community action to preserve historically and culturally significant places
- Connection between architectural heritage, conservation and sustainability
- · Monuments as living history
- International cooperation as central to preserving cultural heritage
- Anyone can take action to help preserve important places
- Preserving important places connects us with the past and enables us to create a better future

#### **ESSENTIAL/DRIVING QUESTIONS**

- What is heritage? Who decides if something is "heritage"?
- What is conservation? How might it make people's lives and communities better?
- How do heritage sites and world monuments help us to connect to the past and better understand history and culture?
- How can we balance preserving the past with progressing toward a sustainable future?

#### SUMMARY OF STUDENT LEARNING SKILLS

- Media literacy
- Reading and comprehension skills
- Web-based research
- Problem solving and consensus building
- Geography skills
- Public speaking and oral presentation skills
- Developing a visual presentation
- Advocacy and persuasion





Lessons from this unit address the following categories from the Common Core Standards. To see the full listing of subcategories and grade level objectives met by this unit, see Appendix (XIV).

#### STANDARDS/GLE'S ADDRESSED

#### LANGUAGE ARTS

## Reading Standards for Informational Text Grades 6-12

- Key Ideas and Details
- Integration of Knowledge and Ideas

#### Writing Standards Grades 6–12

- Production and Distribution of Writing
- Research to Build and Present Knowledge

## Speaking and Listening Standards Grades 6-12

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

## LITERACY IN HISTORY/SOCIAL STUDIES

#### **Reading Standards Grades 6-12**

- Key Ideas and Details
- Integration of Knowledge and Ideas

#### Writing Standards Grades 6-12

- Text Types and Purposes
- Research to Build and Present Knowledge

## ASSESSMENT/EVIDENCE OF UNDERSTANDING

#### PERFORMANCE TASKS/PROJECTS:

- Students create a game that introduces the World Monuments Watch and several of the sites on the Watch. The game should be fun and educational.
- Students create a plan for preserving a monument on the Watch and advocate for their chosen monument in one or more of the following ways:
- Poster
- PowerPoint
- Video

## QUIZZES, TESTS, ACADEMIC PROMPTS:

- Geography Quizzes
- Peer Assessment on Final Project

#### STUDENT SELF-ASSESSMENT:

- Self and peer assessment of World Monuments Watch game
- Self and peer assessment of final advocacy project

#### INSTRUCTIONAL PROCEDURES

#### **SEQUENCE OF LESSONS**

**Lesson 1:** Exploring Culture and Heritage: World Monuments Watch (approximately 7 days)

**Lesson 2:** Geography and the World Monuments Watch (interspersed as minilessons and quizzes throughout the project unit)

**Lesson 3:** World Monuments Watch: Creating an Advocacy Campaign (approximately 8 days)



The first two lessons build student background knowledge and critical analysis of the unit's essential questions, preparing them to continue building their skills and apply what they have learned for the final project. If instruction time does not allow for the full three weeks described in this unit, teachers may choose to utilize the first lessons to introduce students to the heritage site and the work of World Monuments Fund. See "Sample Project Calendar" (APPENDIX XIII) for project timelines lasting one week and three weeks.





#### **LESSON 1:**

## EXPLORING CULTURE AND HERITAGE: WORLD MONUMENTS WATCH

#### **DESCRIPTION:**

Through this series of activities, students will be introduced to the work of World Monuments Fund (WMF) and the Watch as they learn about how preserving important places connects us with the past and enables us to create a better future. Students will also learn about some of the many sites, landscapes, and traditions that World Monuments Fund has worked to preserve. In the process, students will build critical thinking skills as they analyze different aspects of culture and heritage and make connections to their own lives.

#### **OBJECTIVES:**

- Students gain a deeper understanding of the concepts of culture & heritage personally, locally and globally.
- Students enhance their understanding of the importance of the built environment and the importance of place to cultural heritage.
- Students learn about the World Monuments Watch and why it is important to preserve historic sites and landscapes.
- Students find creative ways to share their knowledge of WMF and the Watch with peers and other students.

## Graphic Organizers and Study Guides

See appendix for handouts and materials to accompany the lessons.

## Integration with other Core Subjects and the Arts

See the list of standards above for specific connections of the lessons in this unit to the social studies standards.

#### **MATERIALS:**

- Butcher Paper or chart paper
- Markers/Chalk
- Overhead and projector
- Actual photos or copies of famous or historic places around the world
- Paper
- Computers or access to computer lab
- Copies of handouts for this unit (APPENDICES 1,11, and 111)



1

DAY







#### INTRODUCTION DO NOW

Put the following questions on the board and ask students to respond in writing for five minutes.

- Thinking about our school's neighborhood, how would you describe it to someone who has never been here before?
- What are the important, defining features of our school's neighborhood?
- What do you love about our school's neighborhood?
- What do you wish you could change?

Break students into pairs and invite them to share their writing with a partner. Reconvene the whole class and ask for some groups to share their responses with the class, and generate a brief discussion about the school's neighborhood.

#### **CLASS ACTIVITY**

The class will now go together on a short neighborhood field trip to look a little deeper into the neighborhood observing details and looking at how all the aspects of the neighborhood play off each other. (If time does not allow for this, have students complete the neighborhood walk and observation sheet on their own for homework.) Pass out the "Neighborhood Observation Handout" (see APPENDIX I) to students, and have them record their observations on the sheet. The handout has 4 different categories, which represent the main physical elements of the neighborhood: buildings and places, objects and artifacts, the natural environment, and people.

#### **ADAPTATIONS:**

Art classes could use this activity as a catalyst for an art project—perhaps by gathering materials from the neighborhood (respecting private property and living materials) to create a found-object collage. English and language arts classes can use the neighborhood walk as inspiration for essays or poems about their community.





DAY









MINUTES

#### INTRODUCTION DO NOW

Have students review their observation sheets from the previous day's neighborhood field trip, and then write for about five minutes about what these observations tell about the characteristics and personality of the neighborhood.

#### **CLASS ACTIVITY**

Start the discussion by having students share some of the observations they noticed the previous day on their walk, then ask them to share what they have written about the characteristics and personality of the school's neighborhood based on all these observations.

Then ask students to hone in on the "built environment". Ask them first to come up with a basic definition of that term, based on their observations and what they have been discussing so far (a possible definition could be "the man-made items in an environment for living, working and socializing"). Have them think about the buildings of the neighborhood and how they impact the activities, personality and culture of that neighborhood. What might your school community be like if it was downtown, amidst huge skyscrapers? Or if it was in the middle of a rural, farming community?

Landmarks and buildings are one important piece of the culture and history of a community. This neighborhood walk engaged students in investigating just one piece of their community's environment, which was most likely full of landmarks and buildings that gave the neighborhood character and purpose. What if students were to think more broadly about their entire community and the places and landmarks that make up the built environment in your entire community?





DAY





#### CONTINUED

#### CLASS ACTIVITY

Introduce the work of World Monuments Fund. One of the important aspects of their work is to recognize the impact of landmarks and buildings as cultural heritage and to work to maintain and preserve these places for future generations. (As you introduce WMF to students, show them the WMF website or post pictures from the website of various WMF projects.) While WMF is involved in many projects, one of their primary programs is the biennial World Monuments Watch. The Watch focuses global attention on cultural heritage sites around the world that are at risk from the forces of nature and the impact of social, political, and economic change. To learn more, have students watch the video overview of WMF: http://www.wmf.org/video/ world-monuments-fund-overview and have students fill out the handout titled "World Monuments Fund - Overview" (APPENDIX II).

#### **CLOSING**

Ask students to think about what landmarks and places in their community/city are important historically or represent the culture and heritage of the community. Are any of these in danger of neglect, demolition, or disaster? Why? What could be done at the local level to preserve these landmarks and their cultural importance?

#### **ADAPTATION:**

Create a scavenger hunt of your entire community, beyond the boundaries of your school neighborhood. This either could be a physical scavenger hunt where students are walking around and interacting with the city or a virtual one where they are using the internet or other media to interact with local landmarks and places. When setting up the scavenger hunt, identify local landmarks and places that tell a story about the history of the community. Give them clues they have to solve in order to identify the landmark, and then have them connect each of the landmarks discovered in the hunt to tell the story of your community.











**MINUTES** 

DAY



#### INTRODUCTION DO NOW

Post photos of Ellis Island for students to see (http://www.wmf.org/project/ellis-island). Ask them to take two minutes to free write or list what they know about Ellis Island, as well as what special meaning it has in American history.





MINUTES

#### **GROUP DISCUSSION:**

Have students share out their responses, and discuss. Be sure to include in the discussion the symbolism of Ellis Island to American immigration history, and its nostalgic place in memory for many immigrants, as well as discussion of Ellis Island's purpose and darker, less nostalgic moments. And lastly, how is Ellis Island part of America's cultural heritage? For more details on Ellis Island's history, visit http://www.ellisisland.org/ or http://www.saveellisisland.org/. If class time allows, have students investigate these websites and record notes on the history and cultural importance of Ellis Island.

Segue into the role of preserving a place such as Ellis Island that has a unique history and memory for so many people. For the last two days the class has been discussing local landmarks and sites, but now the class will begin to focus on sites that have meaning for large groups of people, perhaps even national or international importance—as is the case with Ellis Island. Should such a place be preserved? Why? What can future generations learn from engaging with and learning about Ellis Island? How do we balance the costs of preserving such sites with the other needs of the community? How can we make such projects sustainable for the future, in terms of community support and engagement, and environmental and economic considerations?

Ellis Island has been featured on the WMF Watch two different times. Print out the descriptions for both Watch postings from their website and have students read why WMF is advocating for Ellis Island's preservation.

#### **CLOSING ACTIVITY**

Split students into groups of 3 or 4. In the last 15–20 minutes of class, have each group design a quick, 30 second skit that will serve as a public service announcement advocating the preservation of Ellis Island and why it's an important part of American cultural heritage. Encourage students to be as creative as possible. Give them 10 minutes to prepare a short skit, and the last 5 minutes for groups to perform.







MINUTES



MINUTE:



MINUTES



#### INTRODUCTION DO NOW

Choose one of the geography mini-lessons described in Lesson Two as an introduction to the vast connections to geography associated with the heritage sites of World Monuments Fund. A variety of geography mini-lessons are presented in Lesson Two that will engage different content knowledge and student skills.

#### **GROUP ACTIVITY**

Take classes to the computer lab. Have students work individually or in pairs. Pass out the student handout "2012 Watch —Preservation Themes" (APPENDIX III), which describes some of the thematic issues that some sites on the 2012 Watch share. These themes can represent both challenges to successful conservation and reasons why conserving cultural heritage is important. Many of these themes share a connection to sustainability—in the competition for limited natural resources here on earth and a rapidly growing population, how do we balance the need to preserve historic spaces with the needs of societies today and tomorrow? And how can we learn from the traditions and practices of the past to find lessons for creating a more sustainable society today?

Have students read through the three selected themes shared by many sites in the 2012 Watch, along with the listing of sites connected to that theme. The task for students is to complete the handout by researching at least two of these sites for each theme, investigating issues and possible solutions.

#### **CLOSING**

As a close to this activity, reconvene the class as a whole and discuss the issues and possible solutions that students discovered in their research.

If classes will be completing a regional study of WMF Watch sites, including weekly quizzes (as outlined in Lesson Two), have students study for a geography quiz on the Americas, to be given the next day.









DAY



#### **INTRODUCTION DO NOW**

Distribute the geography quizzes on the Americas to students (see Lesson Two later in the unit for more details).

#### **GROUP ACTIVITY:**

Split students into small groups. Have them discuss their favorite board games, and what makes them successful and fun to play. Have them create a list of the five most important characteristics of a successful board game. Share out and create a general list on the board of student responses.

Then, introduce the project that students will work on for the next two days and present on day seven of the unit.

The students have been asked by World Monuments Fund to teach students at nearby elementary schools about the important work of WMF and especially, to teach them about the sites featured on the most recent Watch. Students will work in groups of 4–5 to design a game for upper elementary students, in the 4<sup>th</sup> or 5<sup>th</sup> grade. The games should meet the following criteria:

- They feature at least 10 of the sites from the most recent Watch;
- They can be played by at least 3 or more players;
- They are age appropriate for 4<sup>th</sup> or 5<sup>th</sup> grade elementary school students (9–10 years old);

- The game must include some educational elements (either questions, problems to solve, memorization, geography, etc.), but assume that the elementary students have no background knowledge about the sites on the Watch;
- The game should include factual information about the Watch sites, but also information about either the culture and history of particular sites or how the advocacy of WMF has helped preserve sites and landscapes for future generations.

Allow the remainder of class time for students to form their groups and brainstorm ideas for their game.











#### MINUTES

#### INTRODUCTION DO NOW

Choose one of the geography mini-lessons described in Lesson Two later in this unit as an introduction to the geography region (Europe and Africa) they will be studying and quizzed on this week.



#### REMAINDE OF CLASS

#### **GROUP ACTIVITY**

Allow students the rest of class time to develop their games for the elementary students.











#### **MINUTES**

#### **GROUP ACTIVITY**

Have each student group set up their game at different stations around the classroom. Then divide the students up into new groups and move around the room playing each other's games. Allow students about 5–7 minutes to play each game (they probably won't finish the game, but that's ok—the goal is to sample each group's game).



#### MINUTES

#### **CLOSING**

Prepare a ballot featuring each group and their game, and have students rank each game on a scale of 1 to 5 in the following categories:

- Age appropriate for upper elementary school
- Educational
- Easy to understand and play
- Visually appealing
- And most importantly, fun!

#### PERFORMANCE ASSESSMENT:

- Peer assessments of student work (see handout, APPENDIX XII)
- Educator assessment of student work using the following criteria:
  - Understanding of the concepts of culture and heritage
  - Effective teamwork and cooperation skills
  - Creativity



#### LESSON 2:

**Geography and the World Monuments Watch** 



#### **WEEKS**

#### **DESCRIPTION:**

World Monuments Fund works to preserve cultural heritage sites all over the world. The following activities provide educators with fun and educational ways to use the World Monuments Watch to build students' geography knowledge and skills.

#### **OBJECTIVES:**

- Students enhance their understanding Blank outline maps: of physical geography.
- Students enhance their understanding Online map of the WMF Watch sites: of cultural geography.

#### **MATERIALS:**

- http://www.eduplace.com/ss/maps/
- http://www.wmf.org/our-projects/project-map
- Descriptions of the WMF Watch sites: http://www.wmf.org/watch
- Copies of geography handouts (see APPENDICES IV, V and VI)
- Atlases

#### **PROCEDURE:**

Throughout this two to three week unit, insert mini-lessons and quizzes on geography. The three week project calendar (APPENDIX XIII) illustrates a schedule with 1–2 mini-lessons per week, and a geography quiz each Friday, focusing on a different world region each week. These are suggestions which will provide a broad overview of world regions and introductions to physical and cultural geography—teachers should choose mini-lessons or adapt these suggestions to correlate to their particular course curriculum as needed. What follows is a menu of mini-lesson ideas for use in introducing and reinforcing geographic themes.

#### **MINI-LESSON 1:**

Provide students with a complete or abridged list of WMF sites in a given region, e.g. Europe. Give them a blank outline map and have them label each site on their map, using atlases or the Internet for support. Also have students go beyond the physical geography and do some research to briefly describe or label the language, culture, cities and landscapes, and people of either the historical time when sites were created or the contemporary region where those sites exist today.

#### **MINI-LESSON 2:**

Provide students with a complete or abridged list of WMF sites in a given region, e.g. Asia. Give them a blank outline map and have them label each site on their map, color coding them according to the thematic issues involved in preserving these sites (e.g. urban growth and pressures, living traditions and adapting to change, disaster recovery and mitigation; see the handout in APPENDIX III for more details on themes). For homework, have them choose one site from the list to learn a bit more about it, and research and write a brief response paper on how it represents that theme.

#### **MINI-LESSON 3:**

Use the many sites of the WMF Watch as a way to teach or reinforce the six essential elements of geography. (For more info on the six elements that are the core of the geography standards, go to: http://www.ncge.org/)

The enclosed student worksheet includes 2012 Watch sites from around the world, asking students to analyze characteristics of four different sites and categorize them. ("Six Essential Elements of Geography" handouts are available in APPENDICES IV, V, and VI—teachers could also create their own worksheets focusing on specific regions and featuring sites from any of the previous editions of the Watch.)





#### CONTINUED

#### **MINI-LESSON 4:**

Connect the importance of place and location to historical regions and cultures in history classes. Choose sites from the Watch that relate to your course curriculum (ancient civilizations, European history, etc.). Have students research the site and the historical group/culture to learn about and present to the class: 1) how the location and geography of the region were significant to the history of the historical group in that time period, and 2) any significance or symbolism of the WMF site to that historical group.

#### **MINI-LESSON 5:**

Many of the sites featured in the Watch reflect the vast cultural heritage of the people and regions in which they were built. Choose one site from the most recent Watch and do some research and reading about the background not only of the site/monument, but also the region and the people. Then have students write a short essay or prepare a short PowerPoint answering one or both of the following questions:

- How does the site illustrate the interaction of people and cultures in that region or place?
- How does the site illustrate the movement of people across time and place?

For example, the Gingerbread Houses of Haiti reflect the influence of Haiti's colonial past, but also elements of design and architecture that are unique to Haiti and the post-colonial period.

#### **MINI-LESSON 6**

Have students explore the connections between the built environment of the sites on the Watch and the natural environment in which they are located. How is the style, construction, location, or other factors of the sites representative of the natural environment? How does the site interact with the natural environment? Are resources from the natural environment utilized in the building and design of the site? What has made these sites endure thus far, and how can their sustainability for future generations be ensured? Again, have students choose one or two sites from the most recent Watch (or previous cycles of the Watch) and reflect in writing on these questions.

#### **QUIZZES:**

For each quiz, print out a map for the selected region(s)—see website listed in the materials section for this lesson for downloadable maps. Then choose 10 Watch sites from that region(s) and have students locate them on the map. You can also ask students to provide other details about the culture/country of those sites.



**Haiti, Gingerbread Neighborhood**Gingerbread house on Rue Lavaud 3ème, after the earthquake, 2010
Martin Hammer/World Monuments Fund





#### LESSON 3:

World Monuments Watch: Creating an Advocacy Campaign



DAYS

#### **DESCRIPTION:**

Through this series of activities, students will work in groups to select a site from the most recent Watch, and design a campaign or project to advocate for the preservation of this site and its cultural heritage. The unit starts with a simulation that brings students into the process of nominating sites to the Watch and choosing sites in which a feasible plan of action can be achieved. Students will then split into their groups to research and design their advocacy initiatives, and develop a visual presentation to spread the word about their initiatives.

#### **OBJECTIVES:**

- Students gain a deeper understanding of WMF Watch.
- Students expand their knowledge of world geography and important world monuments.
- Students build effective collaboration and critical thinking skills.
- Students develop web research and media literacy skills.
- Students strengthen communication, advocacy and presentation skills.

#### **MATERIALS:**

- Computer access, for student research and for students using PowerPoint or video
- A/V equipment to screen student created PowerPoints and/or videos
- Lesson handouts from the Appendix (simulation, effective web research, effective speaking techniques, self-assessment and peer review rubrics: VII through XII)















MINUTES

#### INTRODUCTION DO NOW

Instruct students to write in response to the following prompt: "Think about an important building or space in your local community that is in danger of being destroyed, neglected, or forgotten—it could be a park, a community center, school, playground, historic site, anything. Describe the site you chose. Why is it important and why should it be saved? What do you think can be done to save it?"

Give students 3–5 minutes to write, and then ask several of them to share the site they chose and why. What did they think could be done to save it?

#### **GROUP WORK:**

Segue into a discussion of the sites in which WMF focuses their advocacy efforts through the biennial Watch, choosing to highlight sites around the world that are in danger of being destroyed through decay, neglect, or demolition. WMF goes through a careful process for selecting sites that are in the greatest need and in which their work can have the greatest impact, as well as projects in which they feel their advocacy and conservation efforts will have the greatest influence in preserving the site. Some of the questions that students just engaged in for the opener are the same questions that WMF deliberates in choosing their biennial Watch. For the next few days, students will learn more about the Watch, and then will work in groups to undertake

a project in which they choose a site from the most recent Watch, design a campaign or project to advocate for preservation of the site, and create a presentation to spread the word about their action project.











#### CONTINUED

#### **GROUP WORK:**

Start by learning more about how wmF chooses sites for the Watch. Introduce the criteria wmF uses to select sites: http://www.wmf.org/content/nomination-guidelines. In brief, evaluation of nominations to the Watch is based on the following guidelines:

- Significance: Is the site important for its cultural values (historical, artistic, social, spiritual/religious, etc.)?
- Urgency: Does the site face imminent challenges and/or opportunities that warrant timely intervention?
- Viability: Can the challenges and/or opportunities be met through a feasible plan of action?
- Relevance: Are the issues at the site informative to the heritage field at large?

Pass out the handout titled
"Nomination Form: Lamu, Kenya"
and the student worksheet that goes
with it (APPENDICES VII and VII).
Divide the students into groups of 4
and ask them to act as committee
members to review a potential site
to include in the new Watch. They
will read through a description of
this site, and pull out examples of the
four selection criteria that this site
exhibits, recording their examples and
comments on the student worksheet.

#### SHARE-OUT AND CLOSING

Have groups share their examples reflecting on the four criteria used to determine sites highlighted in the Watch. Would they include Lamu, Kenya on the Watch? Why would it be important to preserve the history and heritage of Lamu, and how can that be balanced with the needs of progressing toward the future in this region?













#### MINUTE:

#### **INTRODUCTION DO NOW**

Once a site is chosen for the World Monuments Watch, the next step is to focus attention on that site and advocate for its preservation. What are some of the best ways to create a successful advocacy campaign?

Show students the video that was part of the advocacy campaign for the 2010 WMF Watch to save the Phillis Wheatley Elementary School in New Orleans: http://vimeo.com/23565526. As they watch the film, have students take notes in the following three categories:

- Who? (who is involved in this advocacy campaign?)
- What? (what is this campaign advocating for?)
- Why? (why does it matter?)

#### **GROUP ACTIVITY:**

Discuss the film with students and have them report out their notes to the who, what, why questions. Then discuss the methods used in this film to advocate against the demolition of Phillis Wheatley Elementary School. Were there emotional, factual, or logical appeals, or some combination of those? What were the benefits of video as a tool in this campaign? What are the drawbacks?

Share with students some of the other strategies used in the effort to save Phillis Wheatley Elementary School (which ultimately was unsuccessful—the school was demolished in summer 2011):

- A public rally and "hands around Wheatley" event (http://www.wmf.org/journal/hands-around-wheatley)
- Blogs and media outreach (http://tunedin.blogs.time.com/2010/03/02/ tuned-in-architecture-new-orleans/)
- Petitions and Facebook campaigns
   (http://www.change.org/petitions/
   save-phillis-wheatley-elementary-school-in-new-orleans-say-no-to-demolitionaugust-2011-pml)

An effective campaign will utilize multiple strategies to ensure it is successful and reaches a wide audience. It's also important to think how to make a campaign sustainable, even when the spotlight fades, so that a project has support for years to come. Have students brainstorm some ways to achieve this.





Phillis Wheatley Elementary School "Hands Around Wheatley" gathering, 2011 John Stubbs/World Monuments Fund











Phillis Wheatley Elementary School Exterior view, 2009 Francine J. Stock/World Monuments Fund

#### **CONTINUED**

#### **STUDENT PROJECT:**

For the next five days, students will be tasked with choosing a site from the most recent Watch and developing a project to raise attention and advocate for preservation of the site and its cultural heritage. As part of this process, students will research the importance and history of that monument, design an advocacy initiative and then prepare a short presentation to advocate for the preservation of that site. In their campaigns, students should include 3 strategies to raise awareness and/or take action (refer back to the earlier discussion about the various strategies used to advocate for Phillis Wheatley Elementary School).

Encourage students to choose activities that are realistic, culturally relevant, and inclusive. Student presentations will take place on days seven and eight of this unit, and should take at least one of these forms:

- Poster
- PowerPoint
- · Video.

Allow the remainder of class time today for students to review the sites listed on the most recent WMF Watch (either on computers in the computer lab or through printed Watch reports) and think about which site to select for their advocacy campaign. Students should have a monument for the project chosen by tomorrow's class.

#### **EXTENSION:**

If logistically feasible and if time allows, consider having students actually implement at least one of their advocacy strategies.

Teachers are strongly encouraged to submit student projects to World Monuments Fund. WMF can, in some cases, post student work on their website, connect classrooms to those working at the site, and assess the viability of pursuing some project ideas through WMF's work in the field.

Submissions and related questions should be sent to education@wmf.org.







MINUTES



**OF CLASS** 

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DAY



#### **INTRODUCTION DO NOW**

above for more details).

Distribute the geography quizzes on Europe and Africa to students (see Lesson Two

#### **CLASS ACTIVITY:**

Allow the remainder of the class period for students to research their chosen monument from the Watch. Student research should be completed by day 4 of this lesson, so that students can design their advocacy campaign and begin to work on their presentations.

DAY





MINUTES



OF CLASS

#### INTRODUCTION DO NOW

Ask students how they use the internet to find answers to questions. Have students share out some examples. Does it depend on what you are researching? How do you know the information you are finding is accurate? Which websites are your favorites to do research or find factual information?

What about when you are researching the history and culture of a place? How can you be sure your information is accurate? Discuss with students the importance of who is providing the information and what audiences they are writing for, as well as the importance of getting information from a variety of sources—not just a web encyclopedia or the first two websites that pop up on Google.

#### **SKILLS ACTIVITY:**

Pass out the handout "Effective Web Research" (APPENDIX IX) to students and discuss some best practices for web research in more detail. As students conduct research on the Internet over the next few days, hold them accountable for the websites they use. You might even consider having them analyze and submit their notes on the quality of some of their sited webpages.

Allow the remainder of class time for students to begin to design their advocacy campaign.







**MINUTES** 

DAY





Choose one of the geography mini-lessons described in Lesson Two of this unit as an introduction to the geography region (Asia and Oceania) they will be studying and quizzed on this week. Introduce the concepts, then assign students the geography task for homework.



## SKILLS ACTIVITY: DESIGNING A PRESENTATION

Pass out the handout "Designing an Effective Visual Presentation" (APPENDIX X) and discuss the guidelines from the handout. If possible, show students brief samples of visual presentations and have them evaluate some of the strengths and weaknesses.

Allow class time for students to prepare their presentations.



#### **CLASS ACTIVITY:**

Allow the remainder of the class period for students to begin to design their presentations. By the end of class today, they should determine what format their presentation will take (video, poster, PowerPoint).



**United States, Walpi Village**View of the entrance to Walpi from the Northeast, 2011
Wes Bernardini/World Monuments Fund











**OF CLASS** 



#### **INTRODUCTION DO NOW**

Distribute the geography quizzes on Asia and Oceania to students (see Lesson Two in this unit for more details).

#### **CLASS ACTIVITY:**

The rest of class time should be devoted to student presentations and self/peer assessment of the presentations. Half the class will present on this day, and half the class will present on the following day.

DAY



#### **CLASS ACTIVITY:**

The conclusion of student presentations and self/peer assessment.

Encourage students to carry out their advocacy campaigns; consider hosting some sort of school wide event where students can encourage their classmates to learn more and get involved.

#### **PERFORMANCE ASSESSMENT:**

(HANDOUTS IN APPENDICES XI AND XII)

Assessment Criteria:

- Teamwork Skills
- Quality of research, content knowledge
- Presentation Skills

Forms of Assessment

- Student self-assessment
- Student peer assessment



#### MATERIALS AND RESOURCES

# TECHNOLOGY/MULTIMEDIA (TAPE RECORDER, VCR, OVERHEAD, ETC):

- Computers with access to PowerPoint, internet, video software for students
- A/V equipment to screen student videos and/or PowerPoint

#### **INTERNET SITES**

- World Monuments Fund main site: http://www.wmf.org
- http://www.pbs.org/wgbh/nova/worldbalance/material.html
- http://www.eduplace.com/ss/maps/

## PUBLICATIONS (INCLUDES BOOKS, TEXTBOOKS):

These publications provide additional resources for exploring culture, cultural heritage, and cross-cultural communication.

- Looking at Ourselves and Others, Peace Corps World Wise Schools.
- Experiential Activities for Intercultural Learning,
   H. Ned Seelye, editor, Intercultural Press, Inc., 1996.
- Barnga: A Simulation Game on Cultural Clashes,
   Sivasailam Thiagasrajan, Intercultural Press, Inc., 2006.

Lesson handouts available in the appendix.

#### DIFFERENTIATED INSTRUCTION/ ACCOMMODATIONS AND MODIFICATIONS

**English-Language Learners:** 

Explore the personal importance of place with English language learners by connecting to their home countries and journeys to their new home. What places have personal significance and important memories to them? What places, rituals, items or symbols here in their new home serve to remind them of their home country and their past?



#### APPENDIX

#### **UNIT HANDOUTS**

- . NEIGHBORHOOD OBSERVATION HANDOUT
- WORLD MONUMENTS FUND
  OVERVIEW
- 2012 WATCH
  PRESERVATION THEMES
- IV. THE SIX ESSENTIAL ELEMENTS OF GEOGRAPHY STUDENT HANDOUT
- V. THE SIX ESSENTIAL ELEMENTS OF GEOGRAPHY AND WMF WATCH TEACHER KEY
- VI. NOMINATION FORM LAMU, KENYA
- VII. STUDENT HANDOUT
  LAMU, KENYA NOMINATION FORM
- VIII . FINAL PROJECT GUIDELINES

  ADVOCACY CAMPAIGN FOR WMF WATCH
- IX . STUDENT HANDOUT
  EFFECTIVE WEB RESEARCH
- X. DESIGNING AN EFFECTIVE VISUAL PRESENTATION
- XI. STUDENT SELF-ASSESSMENT
  WMF PRESENTATIONS
- XII. PEER ASSESSMENT
  WMF PRESENTATIONS
- XIII. SAMPLE PROJECT CALENDARS
- XIV. FULL LISTING OF COMMON CORE STANDARDS



STUDENT NAME:

1	

#### NEIGHBORHOOD OBSERVATION HANDOUT

walk relating to the four main physical elements of a neighborhood: Use this handout to record observations on your neighborhood walk. Record items you see in your

How can you determine the culture or personality of a neighborhood by examining the built (write your reflection on the back of this handout, use additional sheets as necessary): For homework, respond in writing to the following question, reflecting on what you observed today



STUDENT NAME:

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WORLD MONUMENTS FUND OVERVIEW

Fill in this handout as you watch the video overview of World Monuments Fund to learn more about **World Monuments Fund - Overview** http://www.wmf.org/video/world-monuments-fund-overview

1. What are the five key activities that WMF does in order to preserve heritage sites around the world? Give an example of each activity as shown in the video.

		Activity
		Example

2 What is the Watch?

WMF engages in a holistic approach to preserving cultural heritage. What do you think this means?

List and describe one of the sites shown in the video that caught your eye. Why?





#### **2012 WATCH**

#### PRESERVATION THEMES

The following themes represent just some of the many issues and connections that are shared by the sites on the 2012 World Monuments Watch. These themes can often present challenges in the process of preserving cultural heritage spaces, and in many cases they also highlight the urgent need for conservation and preservation. Sustainability is also an undercurrent to many of these themes—with increased competition for resources on our planet, how can we balance the need to preserve heritage spaces while also providing for the economic, social and environmental needs of societies today and in the future?

For more details and information on the 2012 Watch, visit: http://www.wmf.org/watch.

#### **URBAN GROWTH AND PRESSURES**

In 2011, the world's population reached 7 billion people; it was just over 200 years ago when the world had one billion people. This rapid explosion of population has created drastic impacts on the environment and the way people live, especially in urban areas, putting pressure on natural resources and the existing infrastructure in cities. This in turn can create tension between preserving historic buildings and heritage sites and building and constructing new spaces and structures for changing communities. Sometimes developers want to tear down landmarks to put up more profitable buildings, or owners want to change their residences to accommodate a growing family or financial needs, or there is a conflict between traditional uses of urban space and contemporary development. Balancing these tensions helps to preserve places that are important to a community's memory and cultural fabric, while also meeting its needs for the future.

#### **EXAMPLES:**

- Japan, Machiya Townhouses (Kyoto) and Denchu House (Tokyo)
- Tunisia, Old Town of Testour
- · India, Historic Havelis of Bikaner
- Belize, Historic Architecture of Belize City
- · Argentina, City of La Plata
- · Spain, Barrio del Cabanyal-Canyamelar
- · China, Palace of Nanyue Kingdom
- Mexico, Ruta de la Amistad
- Haiti, Palace of Sans Souci





Japan, Machiya Townhouses

Children during the annual Jizo Bon festival, in front of a machiya in Kamigyō ward, 2008 Katsuhiko Mizuno/World Monuments Fund





#### **2012 WATCH**

#### LIVING TRADITIONS AND ADAPTING TO CHANGE

As time passes and societies evolve, traditional practices, rites, and customs are important ways in which communities celebrate their history and preserve cultural continuity. However, many traditions can be lost or forgotten as societies progress and adopt more modern lifestyles. In many cases, balancing tradition with contemporary needs requires creative solutions that allow communities to adapt to change by looking at their heritage and traditions in new and innovative ways. Whether by adaptively reusing an historic structure, developing tourism as a means of preserving sites and increasing revenue, or creating new avenues for community engagement in shared heritage, the past can be an important part of a better future.

#### **EXAMPLES:**

- Vietnam, Floating Villages of Ha Long Bay
- · Burkina Faso, Cour Royale de Tiébélé
- Yemen, Mosque and Hammam al-Mudhaffar
- India, Balaji Ghat
- United States, Walpi Village
- United Kingdom, Quarr Abbey
- Dominican Republic,
   Parish Church of San Dionisio
- Indonesia, Desa Lingga, North Sumatra Province

#### PRESERVATION THEMES

#### DISASTER RECOVERY AND MITIGATION

Disasters can be natural, manmade, or a combination of both. Severe storms, for example, may be considered natural disasters; however if there has been significant deforestation the effects of those storms may be far worse. Likewise, war and conflict can create disastrous conditions that impact communities and their heritage. Disasters don't make exceptions for cultural heritage sites: they wield the same destructive force on landmarks as on the rest of the built (and physical) environment. Restoring monuments and cultural heritage that have been damaged by disaster is an important part of a community's process of recovery, both physically and psychologically. In addition, it is important for preservationists to be pre-emptive in the process of conserving landmarks, and making adaptations to sites that will lower the potential impact of natural disasters. Sometimes too, traditional processes and materials of construction are proven to help withstand the forces brought by disaster, and imparting these best practices to the wider community is an important tool for sustainability.

#### **EXAMPLES:**

- New Zealand,
   Canterbury Provincial Government Buildings
- Japan, East Japan Earthquake Heritage Sites
- Haiti, Gingerbread Neighborhood and Iacmel Historic District
- Indonesia, Desa Lingga, North Sumatra Province
- Guatemala, El Zotz
- Guatemala, Archaeological Park and Ruins of Quiriguá
- Peru, Lines and Geoglyphs of Nasca
- Colombia,
   Historic Center of Santa Cruz de Mompox
- Mexico, Colonial Bridge of Tequixtepec
- Tell Umm el-'Amr (Saint Hilarion Monestary), Palestinian Territory





**Turkey, Haydarpaşa Railway Station** Haydarpasa Railway Station, seen from the water, 2011 Seda Öztas Kiyan/World Monuments Fund



STUDENT NAME:



**2012 WATCH** 

#### **PRESERVATION THEMES**

**Living Traditions and Adapting to Change** 

WATCH SITE

**CONNECTIONS TO THEME** 

SUSTAINABLE SOLUTIONS?

	WATCH SITE
	CONNECTIONS TO THEME
	SUSTAINABLE SOLUTIONS?

it sustainable for the future sites you researched relate to the theme, and possible solutions to preserve the site while making Read the thematic descriptions on the previous pages, and research at least two of the sites listed as examples under each theme. Complete the chart on this page, thinking about how the DIRECTIONS

**Urban Growth and Pressures** 



**Disaster Recovery and Mitigation** 



**2012 WATCH** 

#### PRESERVATION THEMES

	WATCH SITE
	CONNECTIONS TO THEME
	SUSTAINABLE SOLUTIONS?



The Six Essential Elements of Geography – Graphic Organizer



### SIX ESSENTIAL ELEMENTS OF GEOGRAPHY GRAPHIC ORGANIZER

Learn more about the standards for geography education at: http://ncge.org/Resources

Element	Description
THE WORLD IN SPATIAL TERMS	- USING PHYSICAL MAPS AND OTHER GEOGRAPHIC TOOLS TO ACQUIRE, PROCESS, AND REPORT INFO FROM A SPATIAL PERSPECTIVE  - HOW TO USE MENTAL MAPS TO ORGANIZE INFO ABOUT PEOPLE, PLACES, AND ENVIRONMENTS IN A SPATIAL CONTEXT  - HOW TO ANALYZE THE SPATIAL ORGANIZATION OF PEOPLE, PLACES AND ENVIRONMENTS ON EARTH
PLACES AND REGIONS	- THE PHYSICAL AND HUMAN CHARACTERISTICS OF PLACES - CREATING REGIONS TO BREAK DOWN EARTH'S COMPLEXITY - HOW CULTURE AND EXPERIENCE INFLUENCE PEOPLE'S PERCEPTIONS OF PLACES AND REGIONS
PHYSICAL SYSTEMS	- THE PHYSICAL PROCESSES THAT SHAPE THE PATTERNS OF EARTH'S SURFACE - THE CHARACTERISTICS AND SPATIAL DISTRIBUTION OF ECOSYSTEMS ON EARTH'S SURFACE
HUMAN SYSTEMS	- THE CHARACTERISTICS, DISTRIBUTION, AND MIGRATION OF HUMAN POPULATIONS - THE CHARACTERISTICS, DISTRIBUTION, AND COMPLEXITY OF WORLD CULTURES - THE PATTERNS AND NETWORKS OF ECONOMIC INTERDEPENDENCE IN THE WORLD - THE PROCESSES, PATTERNS, AND FUNCTIONS OF HUMAN SETTLEMENT - HOW THE FORCES OF COOPERATION AND CONFLICT AMONG PEOPLE INFLUENCE THE DIVISION AND CONTROL OF EARTH'S SURFACE
ENVIRONMENT AND SOCIETY	- HOW PHYSICAL SYSTEMS AFFECT HUMAN SYSTEMS - THE CHANGES THAT OCCUR IN THE MEANING, USE, DISTRIBUTION, AND IMPORTANCE OF RESOURCES
THE USES OF GEOGRAPHY	- HOW TO APPLY GEOGRAPHY TO INTERPRET THE PAST - HOW TO APPLY GEOGRAPHY TO INTERPRET THE PRESENT AND PLAN FOR THE FUTURE





### SIX ESSENTIAL ELEMENTS OF GEOGRAPHY

### **STUDENT HANDOUT**

STUDENT NAME:

# The Six Essential Elements of Geography and the World Monuments Watch

and label it according to the element(s) of geography it describes. Use atlases, maps and your notes Break into pairs. Examine each fact about several of the sites on the 2012 World Monuments Watch, to help you.

These facts describe the following four WMF Watch sites:

- Fishing Villages of Ha Long Bay, Vietnam
- Gingerbread Neighborhood, Haiti
- Haydarpaşa Railway Station, Istanbul, Turkey
- Walpi Village, First Mesa, Arizona, United States

To see maps and read descriptions of these sites, visit: http://www.wmf.org/watch

Geography Element	Fact about WMF site
	1. HA LONG BAY IS MADE UP OF 3 TRADITIONAL FISHING VILLAGES, WITH OVER 400 HOUSEHOLDS, WHO LIVE ON BOATS AND FLOATING WOODEN HOUSES MAKING THEIR LIVING WITH FISHING AND AQUACULTURE.
	2. AN INFLUX OF TOURISTS HAS DISRUPTED THE TRADITIONAL SOCIETY AND ECONOMY OF THIS COMMUNITY; SUPPORT FROM THE WATCH WILL HELP CHART A WAY TO PRESERVE TRADITIONS BUT ALSO CHART A SUSTAINABLE FUTURE FOR THE COMMUNITY.
	3. HA LONG BAY IS A DRAMATIC SETTING OF ROCKY FORMATIONS AND CRYSTAL BLUE WATERS, 70 KILOMETERS FROM HANOI ON VIETNAM'S NORTHEAST COAST.
	4. THE GINGERBREAD HOUSES OF HAITI, WITH THEIR INTRICATE ORNAMENT AND STEEPLY PITCHED ROOFS, CONSTITUTE AN IMPORTANT PERIOD OF POST-COLONIAL DESIGN AND ARE EMBLEMATIC OF A UNIQUELY HAITIAN ARCHITECTURAL HERITAGE.
	5. THE TRADITIONAL CONSTRUCTION METHODS PROVED SEISMICALLY SOUND, AS MOST OF THE GINGERBREAD HOUSES SURVIVED THE DEVASTATING EARTHQUAKE OF 2010 AND IMPORTANCE OF RESOURCES
	<b>6.</b> FOR OVER A CENTURY, THE HISTORIC HAYDARPAŞA RAILWAY STATION HAS STOOD AS AN ICONIC IMAGE ON ISTANBUL'S SKYLINE AND AS THE SYMBOLIC GATEWAY TO THE CITY.
	7. HAYDARPAŞA WITNESSED THE COUNTRY'S TRANSFORMATION FROM THE OTTOMAN EMPIRE TO THE TURKISH REPUBLIC, AND REMAINS DEEPLY NOSTALGIC FOR MANY TURKISH CITIZENS.
	8. NEW TRANSPORTATION AVENUES AND INFRASTRUCTURE WILL RENDER THE RAILWAY STATION OBSOLETE, AND THERE ARE PLANS TO PRESERVE THE OVERALL STRUCTURE OF THE STATION, BUT ADAPT AND REUSE THE BUILDING AS PUBLIC ACCESS AND OPEN SPACE.
	9. FOUNDED IN THE THIRTEENTH CENTURY IN A CLEFT OF THE MESA FORMATION, WALPI VILLAGE WAS MOVED TO ITS CURRENT LOCATION AS A DEFENSIVE MEASURE AFTER THE PUEBLO REVOLT OF 1680.
	<b>10.</b> This hop village was built using hand-trimmed sandstone and earth, and the roofs in this hop village consist of <i>vigas</i> (structural beams), <i>latillas</i> (branches used as sheathing), and a capping layer of willow twigs and earth.
	11. WALPI VILLAGE LIES IN THE SOUTHWESTERN UNITED STATES.





### SIX ESSENTIAL ELEMENTS OF GEOGRAPHY

### **TEACHER KEY**

World Savvy	

STUDENT NAME:

and label it according to the element(s) of geography it describes. Use atlases, maps and your notes Break into pairs. Examine each fact about several of the sites on the 2012 World Monuments Watch, to help you.

The Six Essential Elements of Geography and the World Monuments Watch

These facts describe the following four WMF Watch sites:

- Fishing Villages of Ha Long Bay, Vietnam
- Gingerbread Neighborhood, Haiti
- Haydarpaşa Railway Station, Istanbul, Turkey
- Walpi Village, First Mesa, Arizona, United States

To see maps and read descriptions of these sites, visit: http://www.wmf.org/watch

Geography Element	Fact about WMF site
Places and Regions	1. HA LONG BAY IS MADE UP OF 3 TRADITIONAL FISHING VILLAGES, WITH OVER 400 HOUSEHOLDS, WHO LIVE ON BOATS AND FLOATING WOODEN HOUSES MAKING THEIR LIVING WITH FISHING AND AQUACULTURE.
Environment and Society	2. AN INFLUX OF TOURISTS HAS DISRUPTED THE TRADITIONAL SOCIETY AND ECONOMY OF THIS COMMUNITY; SUPPORT FROM THE WATCH WILL HELP CHART A WAY TO PRESERVE TRADITIONS BUT ALSO CHART A SUSTAINABLE FUTURE FOR THE COMMUNITY.
The World in Spatial Terms	3. HA LONG BAY IS A DRAMATIC SETTING OF ROCKY FORMATIONS AND CRYSTAL BLUE WATERS, 70 KILOMETERS FROM HANOI ON VIETNAM'S NORTHEAST COAST.
Human Systems	4. THE GINGERBREAD HOUSES OF HAITI, WITH THEIR INTRICATE ORNAMENT AND STEEPLY PITCHED ROOFS, CONSTITUTE AN IMPORTANT PERIOD OF POST-COLONIAL DESIGN AND ARE EMBLEMATIC OF A UNIQUELY HAITIAN ARCHITECTURAL HERITAGE.
Physical Systems, Env & Society	5. THE TRADITIONAL CONSTRUCTION METHODS PROVED SEISMICALLY SOUND, AS MOST OF THE GINGERBREAD HOUSES SURVIVED THE DEVASTATING EARTHQUAKE OF 2010 AND IMPORTANCE OF RESOURCES
Human Systems, Uses of Geography	6. FOR OVER A CENTURY, THE HISTORIC HAYDARPAŞA RAILWAY STATION HAS STOOD AS AN ICONIC IMAGE ON ISTANBUL'S SKYLINE AND AS THE SYMBOLIC GATEWAY TO THE CITY.
Human Systems	7. HAYDARPAŞA WITNESSED THE COUNTRY'S TRANSFORMATION FROM THE OTTOMAN EMPIRE TO THE TURKISH REPUBLIC, AND REMAINS DEEPLY NOSTALGIC FOR MANY TURKISH CITIZENS.
Environment & Society, Uses of Geography	8. NEW TRANSPORTATION AVENUES AND INFRASTRUCTURE WILL RENDER THE RAILWAY STATION OBSOLETE, AND THERE ARE PLANS TO PRESERVE THE OVERALL STRUCTURE OF THE STATION, BUT ADAPT AND REUSE THE BUILDING AS PUBLIC ACCESS AND OPEN SPACE.
World in Spatial Terms, Human Systems	9. FOUNDED IN THE THIRTEENTH CENTURY IN A CLEFT OF THE MESA FORMATION, WALPI VILLAGE WAS MOVED TO ITS CURRENT LOCATION AS A DEFENSIVE MEASURE AFTER THE PUEBLO REVOLT OF 1680.
Human Systems	10. THIS HOPI VILLAGE WAS BUILT USING HAND-TRIMMED SANDSTONE AND EARTH, AND THE ROOFS IN THIS HOPI VILLAGE CONSIST OF <i>VIGAS</i> (STRUCTURAL BEAMS), <i>LATILLAS</i> (BRANCHES USED AS SHEATHING), AND A CAPPING LAYER OF WILLOW TWIGS AND EARTH.
Places and Regions	11. WALPI VILLAGE LIES IN THE SOUTHWESTERN UNITED STATES.





### LAMU, KENYA

### **BACKGROUND INFORMATION**

BASIC INFORMATION ABOUT THE SITE AND THOSE NOMINATING IT TO THE WATCH.

Once the trade capital of East Africa, Lamu is one of the oldest and best-preserved Swahili settlements in East Africa. Lamu has hosted major Muslim religious festivals since the 19th century, and has become a significant centre for the study of Islamic and Swahili cultures. Already pressured by neglect and insufficient management of fresh water resources, Lamu may fall to a large port development, the Lamu Port-Southern Sudan-Ethiopia Transport (LAPSSET) Corridor, that is currently under consideration along the coast and will include a modern port at Lamu, an oil refinery, a railway line to Juba in southern Sudan with a branch line to Ethiopia, an oil pipeline linking Lamu with the oil fields of southern Sudan, a super highway connecting to Ethiopia and Sudan, an international airport and several resort cities and towns within Kenya. When complete the Lamu port will be the largest port on the African continent.

This site is being nominated for the Watch by the Lamu Environment Protection and Conservation Group, a community-based organization in Lamu that began in 2009. The groups' objective is to create awareness on the importance of conserving and protecting Lamu's marine and land ecosystem from environmental degradation and unsustainable development.

### **SITE POTENTIAL**

DESCRIPTIVE INFORMATION ABOUT THE SITE'S SIGNIFICANCE, STAKEHOLDER INTERESTS, CHALLENGES AND OPPORTUNITIES AT THE SITE, AND THE POTENTIAL FOR ACTION.

Lamu is one of the oldest and the best preserved living settlements among the Swahili towns on the East African coast. Built in coral stone and mangrove timber, the town is characterized by the simplicity of structural forms enriched by such features as inner courtyards, verandas, and elaborately carved wooden doors. The architecture and urban structure of Lamu graphically demonstrate the cultural influences that have come together there over several hundred years from Europe, Arabia, and India, utilizing traditional Swahili techniques to produce a distinct culture. Its buildings and the applied architecture are well preserved, and their history charts the development of Swahili building technology. The old town is thus a unique example of living heritage with more than 700 years of continuous settlement.





### LAMU, KENYA

**CONTINUED** 

In addition to its architectural importance, Lamu's paramount trading role and its attraction for scholars and teachers gave it an important religious function in the region. Beginning in the 19th century, they began the tradition of 'Maulidi', an annual festival that celebrates the birth of the Prophet. These festivals were exclusively held in Lamu and the tradition continues to this day, attracting other Muslim followers from all over East and Central Africa as well as the Gulf.

Lamu is also an Islamic and Swahili education centre in East Africa. Many researchers and scholars of Islamic religion and Swahili language come to Lamu to study the cultural heritage, which is relatively unchanged due to conservatism of the place. Much of Lamu's culture is still conservative and is fundamentally based on Islam despite the rest of the country's rapid cultural change. The island town has adopted very little modern technology due to its isolation, a factor that has contributed to its preservation as a unique heritage with universal value to humanity.

The port development being considered for this area could have devastating effects on both the land and the people. Because it is a small island that is reachable only via a bumpy road and ferry or a small airstrip, it has so far avoided the massive development of other coastal cities, such as Mombasa and Zanzibar, so it has maintained not just its original architecture but its traditional way of life as well. There are only a handful of cars on the island—most people walk or travel via donkey, and many people earn their living through fishing. Without proper mitigation, the creation of a modern port will damage the environment and destroy the fishing industry. In addition, the highways and international airports will allow a flow of people that will most certainly overwhelm not just the local population, but the delicate ecosystem as well.

Development need not destroy this area, however if the people of Lamu continue to be left out of the negotiations and planning, than that is most certainly what will happen.

"Our heritage will be forever lost if this project is implemented without the due diligence required to protect cultural identities, environmental biodiversity, archaeological history and the basic rights of the local people."

### -Mohammed Ali Baddi of LEPAC

Being recognized by World Monuments Fund will help provide some much needed attention to this project and its impact on the people of Lamu, which in turn could provide the local population with an important voice in determining how this development should unfold.



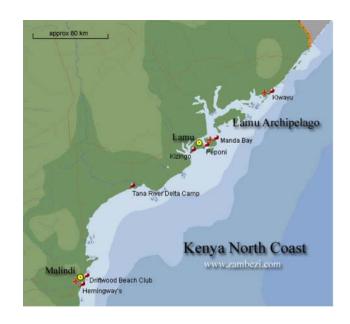


### LAMU, KENYA

### **IMAGES OF LAMU, KENYA**

### CONTINUED







**Anne Phillipson Photography,** Lamu, Kenya





LAMU, KENYA

### **IMAGES OF LAMU, KENYA**

CONTINUED



**Anne Phillipson Photography,** Lamu, Kenya







STUDENT NAME:



### STUDENT HANDOUT

### LAMU, KENYA NOMINATION FORM

discussion.	evidence of these four elements. Use the chart to record these examples and comments from you	inclusion on the Watch, and pull out examples from the description of Lamu, Kenya that provide	World Monuments Watch. With your small group, discuss each of the four main requirements for	Read through the sample nomination form submitted in support of Lamu, Kenya's inclusion in the 2012	
	ments from your	a that provide	quirements for	inclusion in the 2012	

http://www.wmf.org/content/nomination-guidelines

If necessary, refer to WMF descriptions of these Watch guidelines here:

RELEVANCE	VIABILITY	URGENCY	SIGNIFICANCE	Watch Guideline
				Examples from Lamu, Kenya





### FINAL PROJECT GUIDELINES

### ADVOCACY CAMPAIGN FOR WMF WATCH

### **DIRECTIONS**

With your group, choose a site from the most recent Watch and develop a project to raise attention for the site and advocate for preservation of the site and its cultural heritage. As part of this process, your group will research the importance and history of that monument, design an advocacy initiative and then prepare a presentation to advocate for the preservation of that site. In your campaign, include at least 3 strategies to raise awareness and/or take action (think about the various strategies used to advocate for Phillis Wheatley Elementary School as examples). Choose advocacy strategies that will be realistic, culturally relevant and appeal to a wide audience. Also think about the community and stakeholders in and around your chosen monument/ site—try to choose at least one or two strategies that will involve them and spur action locally as well.

Your group will be responsible for preparing a visual presentation and a brief oral presentation to highlight your advocacy campaign. The oral presentation should be between 3 and 5 minutes long, and your visual presentation should take at least one of these forms:

- Poster:
- PowerPoint:
- · Video.

Your final presentation, no matter which visual format you choose, should include the following components:

- Brief description of monument/site and the risks it faces;
- Brief overview of history and importance of that monument/site;
- Description of 3 advocacy strategies, along with brief explanation as to why each strategy was chosen.



Evaluating the credibility and validity of a resource can be very difficult, particularly when doing

research using the Internet. Below are some basic guidelines to help your students select reliable

resources and use those to learn accurate information about a given subject.

Students need to remember:

ANYONE can post something on the internet

Students should consider the following questions when deciding what source to use:

Google is a search engine, NOT A SOURCE

When presenting evidence, it is important to use reliable sources



### STUDENT HANDOUT

### EFFECTIVE WEB RESEARCH

- Who published the document and is it separate from the "Webmaster?" Check the domain of the document, what institution publishes this document?

**AUTHORITY OF WEB DOCUMENTS** 

Is this person qualified to write this document?

What is the purpose of the document and why was it produced?

Who wrote the page and can you contact him or her?

**ACCURACY OF WEB WOCUMENTS** 

Does the publisher list his or her qualifications?

## OBJECTIVITY OF WEB DOCUMENTS

- What goals/objectives does this page meet? How detailed is the information?
- What opinions (if any) are expressed by the author?
- Try to determine if the content of the source is fact, opinion, or propaganda

# 4. CURRENCY OF WEB DOCUMENTS

- When was it produced?
- When was it updated
- How up-to-date are the links (if any)?

contacting him/her and Accuracy. If your page lists the author and institution that published the page and provides a way of

(.edu, .gov, .org, or .net), and Authority. If your page lists the author credentials and its domain is preferred

are also up-to-date, then Objectivity. If your page is current and updated regularly (as stated on the page) and the links (if any)

also up-to-date, then... **Currency.** If your page is current and updated regularly (as stated on the page) and the links (if any) are

You may have a Web page that could be of value to your research!



CONTINUED



CONTINUED



### STUDENT HANDOUT

### EFFECTIVE WEB RESEARCH

conducting research.

**Blogs**: statistics related to gun ownership, laws, etc. control, then you might check .gov sites If you are looking for information about gun and as a general rule should not be used for While interesting, these are usually not fact-based or nrahg.org). probably be listed as .org sites (handguncontrol.org affiliated with specific biases on gun ownership will Example: for Sites

# Online magazines or journals:

and statistics. These articles often contain a detailed bibliography and site specific resources as evidence for claims

### Online news sources:

.org are typically non-profit organizations often

sources for statistical information

.gov are government websites and usually good

.edu are usually educational institutions and

Sites ending in....

**HELPFUL HINTS** 

generally a good source of information.

set up as a public service. Be on the lookout for

political agendas and biases.

may present some information that is opinion also involved in the entertainment industry and to realize that while they do provide news, they are an online site as do local affiliates. It is important Virtually every network and cable news station has rather than fact-based.

# Television/Internet video news broadcasts:

anyone can post a video on Youtube may not be credible. Please keep in mind that what, when, where, why and how, then the source with origin, date, and key information like who, When viewing video, keep in mind that if it is not from a source that can be accurately documented





STUDENT HANDOUT

Assessment of Source:

### EFFECTIVE WEB RESEARCH

whe	you	Use
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this	resea	cord
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your	ıfo ak	out yo
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### STUDENT CHECKLIST

### **DESIGNING A VISUAL PRESENTATION**

There are many tips that will help you design a more effective visual presentation, no matter what format your presentation takes—PowerPoint, video or slideshow, poster, etc. The following tips and guidelines will help you in this process.

### **Audience:**

- ☐ Is it to inform?

  Make sure your facts are clear and concise.
- ☐ Is it to persuade?

  If so, make your argument clear and use details to support your reasoning.
- ☐ Is it to engage the audience in taking action?

  If so, make a strong argument why the audience should take action and then provide clear and detailed information about how the audience should get involved.

### **Purpose:**

- □ Is it to inform?

  Make sure your facts are clear and concise.
- ☐ Is it to persuade?

  If so, make your argument clear and use details to support your reasoning.
- ☐ Is it to engage the audience in taking action?

  If so, make a strong argument why the audience should take action and then provide clear and detailed information about how the audience should get involved.

### **Content:**

- □ Your presentation should be concise and clear—make it easy for viewers to see your main point quickly.
- □ Focus on main arguments and only the most essential details—don't clutter your visual presentation with too much text.
- □ Do not simply restate your entire oral presentation—visual presentations should highlight key words and key points.

### **Visual Style:**

- □ Do use bold, striking, interesting visuals to spice up your presentation—photos, colors, drawings, maps, etc.
- □ Don't overdo the visuals—too many visuals make your presentation look cluttered and distracting. View the presentation from a distance where your viewers would be—and make sure it is visually appealing and not too cluttered.
- ☐ Be careful when choosing colors and creative fonts and animations in powerpoint—make sure it looks professional and is not too distracting or hard for viewers to see.

### Narrative:

- □ Think about your presentation as if you were telling a story, progress smoothly from one idea to another, adding details that will help develop your story.
- □ Plan out your oral presentation first, then develop visuals to accompany that oral presentation, to enhance the story you are trying to tell.





### STUDENT SELF-ASSESSMENT

### WMF WATCH PRESENTATION

PROJECT	YOUR NAME:
NAME:	AE:
	PROJECT NAME:

put forth in the process. creating this project.

- Did my project meet all the criteria set forth in the project guidelines? List each criteria and examples from your project that meet those criteria?
- What steps did you take in completing this project? Briefly list them below

Upon reflection, are there any steps that could have been added or done differently to make this project more successful?

What is the strongest aspect of your project?

What do you wish you could change or improve about this project?

What is the most important thing you learned in this project?





PEER ASSESSMENT

### WMF WATCH PRESENTATIONS

What did student do well? (give 2–3 specific What can student improve on? (give 2–3
STUDENT NAME:
What did student do well? (give 2–3 specific examples)  What can student improve on? (give 2–3 specific examples)





### WORLD MONUMENTS WATCH SAMPLE PROJECT CALENDAR

**One Week Timeline** 

**Topic:** World Monuments Watch

### MONDAY

### **Project Week 1**

**Lesson 1, Day 1** *Exploring Culture and Heritage* 

Introduction to the concept of the built environment by taking a neighborhood walk around their school and observing all the physical elements of the neighborhood.

### **TUESDAY**

### 1.2

Students review what they observed on their walk, using their observations to segue into a discussion and developing an understanding of the concept of the built environment.

Introduction to the work of World Monuments Fund and the Watch.

### WEDNESDAY

### 1.3

Discussion of the importance of preserving cultural heritage by using Ellis Island and its cultural importance as a case study.

**THURSDAY** 

Group work: students learn about thematic groups of Watch cases and connections to sustainability.

OR

Choose one of the mini-lessons from **Lesson 2** (*Geography and the World Monuments Watch*)

### **FRIDAY**

### Lesson 3, Day 2

World Monuments Watch: Creating an Advocacy Campaign

Students deepen their understanding of advocacy campaigns by analyzing the campaign to save Phillis Wheatley Elementary School.





### WORLD MONUMENTS WATCH SAMPLE PROJECT CALENDAR

**Three Week Timeline** 

**Project:** Creating an Advocacy Campaign

### **MONDAY**

### Lesson 1, Day 1

Exploring Culture and Heritaae

Introduction to the concept of the built environment by taking a neighborhood walk around their school and observing all the physical elements of the neighborhood.

### **Project Week 2**

**Project Week 1** 

### 1.6

Skills Activity: Geography (see Lesson 2) Class Activity - Continued development of student games.

each other's games. Students assess their work on this project and vote for the game that they believe will be the best game for elementary students.

### 1.7

1.2

**TUESDAY** 

Presentation of Games: Students play

Students review what they observed

on their walk, using their observa-

tions to seque into a discussion and

developing an understanding of the

concept of the built environment.

Introduction to the work of World

Monuments Fund and the Watch.

### Lesson 3, day 1

**WEDNESDAY** 

tance as a case study.

Discussion of the importance of

Ellis Island and its cultural impor-

preserving cultural heritage by using

1.3

World Monuments Watch: Creatina an Advocacy Campaian Introduction to the selection criteria of the Watch. Student Simulation: students engage in a simulation of choosing sites for the Watch.

### 3.6

Students share presentation drafts in small groups, completing peer assessments. Final revisions to presentations.

### 3.7

**THURSDAY** 

(see Lesson 2)

Skills Activity: Geography

Group work: students learn about

connections to sustainability.

thematic groups of watch cases and

Students deepen their understanding

of advocacy campaigns by analyzing

Final Project: Students begin their final project in which they select a 2012

Watch site and develop an advocacy

the campaign to save Phillis Wheatley

1.4

3.2

Elementary School.

campaign.

### **FRIDAY**

### 1.5

Geography Quiz: North & South America (see Lesson 2)

Understanding the role of the Watch: students will develop a game in order to teach elementary school students about some of the sites from the Watch and the importance of WMF's work.

### 3.3

Geography Quiz: Europe & Africa Class time for student research and developing an advocacy campaign.

### **Project Week 3**

### 3.4

Skills Activity: Web-based research and media literacy Class time for student research and developing an advocacy campaign.

### 3.5

(see Lesson 2) Skills Activity: Designing an Effective Visual Presentation Students begin developing presentations to showcase their advocacy campaign.

Skills Activity: Geography

Geography Ouiz: Asia and Oceania Student presentations & self-assessment

### 3.8

Continue student presentations & self-assessment





### FULL LISTING OF COMMON CORE STANDARDS

The following list outlines the complete standard descriptions for each standard that is addressed as part of this unit.

To read more about the Common Core Standards or download the complete list of standards, visit www.corestandards.org.

### LANGUAGE ARTS

### READING STANDARDS FOR INFORMATIONAL TEXT GRADES 6-12 (RI 6-12)

### **Key Ideas and Details**

1. (grades 9 – 10) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### **Integration of Knowledge and Ideas**

7. (grades 11–12) Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.

### WRITING STANDARDS GRADES 6-12 (W 6-12)

### **Production and Distribution of Writing**

4. (grades 9–12) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### Research to Build and Present Knowledge

7. (grades 9–12) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- 8. (grades 9–10) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- 8. (grades 11–12) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.





### FULL LISTING OF COMMON CORE STANDARDS

### SPEAKING AND LISTENING STANDARDS GRADES 6-12 (SL 6-12)

### **Comprehension and Collaboration**

- 1. (grade 9–10) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
  - b. Work with peers to set rules for collegial discussion and decision-making (e.g. informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
  - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- 1. (grade 11–12) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
  - b. Work with peers to promote civil, democratic discussion and decision-making, set clear goals and deadlines, and establish individual roles as needed.

 d. Respond thoughtfully to diverse perspectives, synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

### **Presentation of Knowledge and Ideas**

- 4. (grades 9–10) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- 5. (grades 9 12) Make strategic use of digital media (e.g. textual graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.





### FULL LISTING OF COMMON CORE STANDARDS

### LITERACY IN HISTORY/SOCIAL STUDIES

### READING STANDARDS GRADES 6-12 (RH 6-12)

### **Key Ideas and Details**

- (grades 9 10) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- 2. (grades 11–12) Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

### Integration of Knowledge and Ideas

- 7. (grades 9 10) Integrate quantitative or technical analysis (e.g. charts, research data) with qualitative analysis in print or digital text.
- 7. (grades 11–12) Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, as well as in words) in order to address a question or solve a problem.

### WRITING STANDARDS GRADES 6-12 (WHST 6-12)

### **Production and Distribution of Writing**

4. (grades 9 –12) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### **Research to Build and Present Knowledge**

- 7. (grades 9 12) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 8. (grades 9–10) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- 8. (grades 11–12) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- 9. (grades 9–12) Draw evidence from informational texts to support analysis reflection, and research.