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Comparing Three World Heritages: the Taj Mahal, the Great Wall, and the Statue of Liberty

Natasha Cooper

Kathy Sundstedt

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Comparing Three World Heritages Sites: The Taj Mahal, The Great Wall, and the Statue of Liberty

Natasha Cooper and Kathy Sundstedt – School not available

Grade Level (Req.): 9th-12th grade	Content Area (Req.): World Geography, English/Reading	Unit (Opt.):
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> • • • 		
Time Frame (Req.): Approximately 1 class period	Goal (Req.): Students will learn about monuments around the world.	
	Objective (Req.): Students will be aware of similarities and differences between these three places.	
Materials Needed (Req.): <ul style="list-style-type: none"> • Blank Places form – needs to be created • Pieces cut up that fit inside Venn Diagram • • • • • • 	New Vocabulary (Opt.): <ul style="list-style-type: none"> • • • • • 	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): What does it mean to be a world heritage site? How does the selection occur? How are the Taj Mahal, Great Wall, and Statue of Liberty similar and different?		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> 1. Talk about what it means to be a world heritage site and how sites are selected by visiting the websites listed below. 2. Put students in groups of four. Pass out a copy of the blank places organizer form for each group. 3. Pass out cut out pieces so students can put the correct pieces in the correct box. 4. Pass out a three way venn diagram and have students complete it in their groups. 5. Then have a class discussion comparing the various venn diagrams in the class. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 		

20.	
Formative Evaluation (Req.): Class discussion and venn diagram completion	Assessment (Req.): Organizer
Iowa Core Curriculum Standards Used (Req.): <ul style="list-style-type: none"> • Geography, grade 9-12: Understand how human factors and the distribution of resources affect the development of society and the movement of populations. • Geography, grade 9-12: Understand how cultural factors influence the design of human communities. • • • • • • • 	
Common Core Curriculum Standards Used (Opt.): <ul style="list-style-type: none"> • Speaking and Listening, grade 6-12: Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on specific grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. • • • • 	
NGS Standards Used (Req.): <ul style="list-style-type: none"> • How culture and experience influence people's perceptions of places and regions • The characteristics, distribution, and complexity of Earth's cultural mosaics • • • • • • • • 	
Five Themes of Geography Used (Req.): <ul style="list-style-type: none"> • Location • Place • • • 	School District Standards and Benchmarks (Opt.): <ul style="list-style-type: none"> • • •
21 st Century Universal Constructs (Opt.): Collaboration	
Other Disciplinary Standards (Opt.): <ul style="list-style-type: none"> • 	

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Other Essential Information (Opt.):

Other Resources (Opt.):

- <http://whc.unesco.org/nwhc/pages/doc/mainf3.htm>
- <http://www.worldheritagesite.org/>
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