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

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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"> <li>•</li> <li>•</li> <li>•</li> </ul>		
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"> <li>• Blank Places form – needs to be created</li> <li>• Pieces cut up that fit inside Venn Diagram</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	New Vocabulary (Opt.): <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
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"> <li>1. Talk about what it means to be a world heritage site and how sites are selected by visiting the websites listed below.</li> <li>2. Put students in groups of four. Pass out a copy of the blank places organizer form for each group.</li> <li>3. Pass out cut out pieces so students can put the correct pieces in the correct box.</li> <li>4. Pass out a three way venn diagram and have students complete it in their groups.</li> <li>5. Then have a class discussion comparing the various venn diagrams in the class.</li> <li>6.</li> <li>7.</li> <li>8.</li> <li>9.</li> <li>10.</li> <li>11.</li> <li>12.</li> <li>13.</li> <li>14.</li> <li>15.</li> <li>16.</li> <li>17.</li> <li>18.</li> <li>19.</li> </ol>		

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"> <li>• Geography, grade 9-12: Understand how human factors and the distribution of resources affect the development of society and the movement of populations.</li> <li>• Geography, grade 9-12: Understand how cultural factors influence the design of human communities.</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
Common Core Curriculum Standards Used (Opt.): <ul style="list-style-type: none"> <li>• 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.</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
NGS Standards Used (Req.): <ul style="list-style-type: none"> <li>• How culture and experience influence people's perceptions of places and regions</li> <li>• The characteristics, distribution, and complexity of Earth's cultural mosaics</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
Five Themes of Geography Used (Req.): <ul style="list-style-type: none"> <li>• Location</li> <li>• Place</li> <li>•</li> <li>•</li> <li>•</li> </ul>	School District Standards and Benchmarks (Opt.): <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
21 <sup>st</sup> Century Universal Constructs (Opt.): Collaboration	
Other Disciplinary Standards (Opt.): <ul style="list-style-type: none"> <li>•</li> </ul>	

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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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