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

<table>
<thead>
<tr>
<th>Grade Level (Req.): 9th-12th grade</th>
<th>Content Area (Req.): World Geography, English/Reading</th>
<th>Unit (Opt.):</th>
</tr>
</thead>
</table>

### Connections to Other Disciplines (Opt.):
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### 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.

<table>
<thead>
<tr>
<th>Materials Needed (Req.):</th>
<th>New Vocabulary (Opt.):</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Blank Places form – needs to be created</td>
<td>-</td>
</tr>
<tr>
<td>- Pieces cut up that fit inside Venn Diagram</td>
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### 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.):
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.
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<tr>
<th>Formative Evaluation (Req.): Class discussion and venn diagram completion</th>
<th>Assessment (Req.): Organizer</th>
</tr>
</thead>
</table>

**Iowa Core Curriculum Standards Used (Req.):**
- 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.):**
- 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.):**
- 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.):**
- Location
- Place

**School District Standards and Benchmarks (Opt.):**
- 
- 

**21st Century Universal Constructs (Opt.): Collaboration**

**Other Disciplinary Standards (Opt.):**
-
Other Essential Information (Opt.):

Other Resources (Opt.):
- http://www.worldheritagesite.org/