



Great Monuments of the World

Lesson Plan Grades 9–10

Social Studies with a Geography Focus

In this lesson, students will explore great monuments of the world and learn why nations create them.

ISTE NETS S Standards

- III. Technology productivity tools
- IV. Technology Communications tools
- V. Technology research tool

Content Standards

- Analyze and adapt an inquiry process (i.e., identify a question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate products and processes).
- Explain how culture and experience influence perceptions of places and regions.

Learning Objectives

- Demonstrate an understanding of famous cities or landmarks, ancient ruins, or natural wonders found around the world.
- Demonstrate an understanding of why people or cultures build landmarks or monuments.
- Demonstrate an understanding of national or cultural identity by creating a multimedia presentation that depicts buildings, monuments, natural geography, or statues that represent a city, nation, or location.

Technology Components

- Discovery Education *unitedstreaming* account (<http://www.unitedstreaming.com>)
- Google Earth software (free download from <http://earth.google.com>)
- Computer with LCD projector and Internet connection
- Access to the Internet for teacher- and student-based research
- Presentation software such as PowerPoint
- Graphic organizing software such as Inspiration

Introduction:

- Using Google Earth, create a “Fly By” of some commonly recognized monuments around the United States and the world, such as the Washington Monument, the Eiffel Tower, or London’s Parliament Building. Explain the concept of Google Earth and its use of satellite imagery. Visit <http://earth.google.com/faq.html> for details. As each site



on the map is visited, point out how to zoom in, zoom out, save a location, type in a location, etc.

- Next, visit the SketchUp 3D Warehouse and download 3D models of the Space Needle and the Washington Monument to insert into Google Earth, again explaining each step in detail to the students.. A free version of SketchUp is available at <http://sketchup.google.com>.

Prior Knowledge

- Using the Washington Monument, the Lincoln Memorial, or the Vietnam War Memorial, explore with students why nations build monuments. Ask, “What do these monuments mean to our national and personal identities?”
- Visit the Wikipedia site to share information about several of the monuments. If the students have not been introduced to Wikipedia before, demonstrate and explain Wikipedia (www.wikipedia.org), ensuring that students understand its intention (a reference site built by its contributors, as opposed to a traditional encyclopedia – more details are available at the Wikipedia site), and how to navigate the site. A key benefit to incorporating Wikipedia is that it takes into account a social use of technology. This site is built by users. This brings with it an inclination to collaborate and publish with few barriers. That same benefit is coupled with a new opportunity for students to learn that a publicly and socially built online encyclopedia, in which the content authors are “you and me” might also have potential for misuse. Begin a discussion with the students, in which we discuss the ethical side of user contributions to an encyclopedia. Ask the following:
 - Why does a tool like Wikipedia exist?
 - How do we tap into the collective expertise of the world?
 - How do we ensure the accuracy of this information?
 - What would happen if someone intentionally submitted inaccurate information?
 - What are the consequences? (*Incorporating Wikipedia into this lesson, provides a new opportunity for technology to be incorporated at a higher level.*)

Present New Content

- Brainstorm ideas around the term “culture.” Discuss with students how they define a culture. What values and beliefs are shared by members of a culture, and how do those beliefs influence individual and group behavior? How are those beliefs represented in the monuments and landmarks students have seen and studied?
 - Suggested *unitedstreaming* content:
 - Video segments from *How to Study Cultures: How Beliefs and Values Define a Culture*





- Use Google Earth to present the globe to students. Load the worldmonuments.kmz file or search for Washington, D.C., in the “Fly To” text box in Google Earth. Using presentation software or Google Earth Placemarks, show various *unitedstreaming* video segments or images of great landmarks and monuments around the world.
 - Suggested *unitedstreaming* content:
 - “Great Wall of China” (*Landmarks of Civilization*, 2001)
 - “The Building of Paris” (*City Life in Europe*, 2004)
 - Image: A View of the Eiffel Tower
 - Image: Lincoln Memorial, Washington, D.C.
- Students will be instructed to keep a KWL (What do I know? What do I want to know? What did I learn?), using MS Word or other word processing software. As the students watch the various clips and read the articles, have them keep a KWL chart of what they are learning. This chart must include 3 columns, each with an underlined title, centered across the page, and laid out in landscape format. Ensure that students are able to set the page up correctly, by having one student model this on the projection system. Required components include questions about the culture, why the monument was built and what additional monument they’d like to see. These questions will become the guide for their independent learning experience.

Activity

- Have students research locations around the globe and create a travel package to visit three great landmarks. Ask them to include a “culture” video, a Google Earth .kmz file, or a brochure that describes the cultural rationale behind the development of the monument. (Provide sample brochures.)
- Use Inspiration to brainstorm what the most critical components of the travel package should be. Then, incorporate those components into the scoring rubric to be provided to the students.
- To advertise their travel packages, students need to describe the impact these landmarks have had on the nations that created them.
- Technology requirements should be designed so that each student participates equally and a minimum list of technology skills are covered, depending on how the production is created. Each presentation must include a technology-based storyboard, done in MS PowerPoint or other slideshow software in which sound, imagery, and video are included, as well as textual descriptions describing the flow and outcome of the presentation. These should be stored centrally, and will be presented to the class as the culminating assessment.



Additional research Web sites:

- Ask students to search for primary sources through Google, using keywords like “Washington Monument,” “Lincoln Memorial,” or “Big Ben.”

Cross-Curricular Lesson Extension:

- Ask students to create a budget for a trip to view certain monuments by researching travel expenses such as airline tickets, hotel and lodging, plus costs for food expenses. You may also provide a pre-set budget and have students calculate how to best spend their money so they can visit as many places as possible.
- Have students use Google SketchUp to design a new landmark or monument for their school or community.

Feedback

- Circulate around the room, providing ongoing feedback to small groups.
- Have students submit a rough draft halfway through the project, listing central ideas for their tour. Provide comments and guidance on next steps to each pair or group.

Assessment

- Use a scoring rubric, provided to the students in advance, to evaluate each travel log and multimedia presentation.

Transfer

- Cultural icons may include people as well as places or objects. Have students consider people both past and present who have impacted our society. How have these iconic people influenced our daily lives?

Citations

Discovery Channel School. *City Life in Europe*. 2004. *unitedstreaming*.
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