



Great Monuments of the World

Explore the great wonders of the world, using Discovery Education *unitedstreaming* & Google Earth

Social Studies

Grade 9-10 High School Geography Lesson

Standards:

- Students will analyze and adapt an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process).
- Students will be able to explain how culture and experience influence people's perceptions of places and regions.
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Learning Objectives: The student will be able to

- 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 world, such as the Washington Monument, the Eiffel Tower, or London's Parliament Building.

*Visit unitedstreaming.com to see if your school has an account or to sign up for a 30 day free trial





- Visit the SketchUp 3D warehouse and download 3D models of the Space Needle and Washington Monument to insert into Google Earth. (free version of SketchUp available at: <http://sketchup.google.com>)

Prior Knowledge:

- Discuss with the students the Washington Monument, the Lincoln Memorial, or the Vietnam War memorial and explore why we as a nation build these monuments. Ask the students, “What do these monuments mean to our national and personal identities?”

Present New Content:

- Using Inspiration, brainstorm ideas around ‘culture.’ Discuss with the 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 they have seen and read?
 - 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 the 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:
 - *Landmarks of Civilization*: “Great Wall of China” segment
 - *City Life in Europe*: “The building of Paris” segment
 - Image: A view of the Eiffel Tower
 - Image: Lincoln Memorial, Washington DC, U.S.A
- As the students watch the various clips and read the articles, have them keep a KWL chart of what they are learning. They should 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.

Independent Learning Experience:

- Students will research locations around the globe and create a travel package to visit three great landmarks around the world, including a ‘culture’ video, Google Earth .kmz file, or brochure that describes the cultural rationale behind the development of the monument.
- To advertise their travel packages, the students need to include connections to the impact these places have on their countries/people.





Additional research websites:

- Students can also search for primary source information through a Google Search, using keywords, for example, “Washington Monument”, “Lincoln Memorial”, or “Big Ben.”

Cross-Curricular Lesson Extension:

- Students can create a budget for the trip by researching travel expenses such as airline tickets, hotel and lodging, plus costs for food expenses. The teacher can also provide a pre-set budget and have the students calculate how best to spend their money to visit as many places as possible.
- Students can use Google SketchUp to design a new landmark/monument for their school/community to scale.

Feedback:

- Teacher circulates around the room, providing ongoing feedback to small groups.
- Students should submit a rough draft half way through the project, listing central ideas for their tour. Teacher will provide comments and guidance on next steps for each pair or group.

Assessment:

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

Transfer:

- Students can explore the idea of cultural icons outside of buildings or monuments by considering people both past and present who have had an impact on our society. How do these iconic people influence our daily lives?

Citations:

Physical Science: Structures. Discovery Channel School (2002). Retrieved October 16, 2006, from unitedstreaming: <http://www.unitedstreaming.com/>

Elementary Video Adventures: Landmarks of Civilization. Discovery Channel School (2001). Retrieved October 16, 2006, from unitedstreaming: <http://www.unitedstreaming.com/>

Lincoln Memorial, Washington DC, U.S.A. Discovery Education (2005). Retrieved October 16, 2006, from unitedstreaming: <http://www.unitedstreaming.com/>

