

A Survey of World Landmarks

Lesson Plan

Grade Level: 6-8

Curriculum Focus: Geography

Lesson Duration: Two class periods

Student Objectives

- Understand how and why people build monumental structures.
- Understand how structures can reflect a culture's beliefs and values.

Materials

- Discovery School video on *unitedstreaming: Landmarks of Civilization*
Search for this video by using the video title (or a portion of it) as the keyword.

Selected clips that support this lesson plan:

- The Great Wall of China
- *Landmarks of Civilization* video and VCR, or DVD and DVD player
- Pens, pencils, markers
- World map
- Large index cards
- Reference materials about world landmarks
- Internet access

Procedures

1. Discuss with students why people build structures. Ask them to name important structures in their hometown or state. Help students understand that structures usually serve a function, but they can also serve as symbols that identify a place or represent a cultural belief or value of a place. Such structures are called landmarks. Two famous landmarks are the Eiffel Tower and the Statue of Liberty. Ask students what places and beliefs these two landmarks represent. You may want to share the following summaries with your students:
 - The Eiffel Tower is located in Paris, France. It was built in 1889, and at 300 meters was the tallest building in the world. The tower was met with mixed emotions when it was first built. Many Parisians believed its iron framework was an eyesore, despite the kudos it

received as an architectural feat. Over time, the Eiffel Tower has become a well-known symbol of Paris.

- The Statue of Liberty is in New York Harbor, in New York City. France presented the statue in 1884 to honor the United States' hundred-year anniversary of independence from Britain. The statue has since stood as a universal symbol of freedom and democracy and has greeted tourists and immigrants entering the United States from all over the world.
2. Tell students that they will research some of the world's most famous landmarks. Have students choose partners to work with. Allow each pair the opportunity to choose from the list of landmarks below, but make sure that all the landmarks listed have been chosen. Suggested Web sites accompany each landmark:
- The Leaning Tower of Pisa
<http://ce.eng.usf.edu/pharos/wonders/Forgotten/pisa.html>
 - Versailles
<http://www.chateauversailles.fr/en/>
 - The Golden Gate Bridge
<http://www.goldengate.org/>
 - The Empire State Building
<http://www.esbnyc.com/index2.cfm>
 - Mount Rushmore
<http://www.americanparknetwork.com/parkinfo/ru/history/carve.html>
 - The Great Pyramid of Giza
<http://ce.eng.usf.edu/pharos/wonders/pyramid.html>
 - Taj Mahal
<http://ce.eng.usf.edu/pharos/wonders/Forgotten/tajmahal.html>
 - Stonehenge
<http://www.britannia.com/history/h7.html>
 - The Colosseum
<http://ce.eng.usf.edu/pharos/wonders/Forgotten/colosseum.html>
 - Angkor Wat
<http://ce.eng.usf.edu/pharos/wonders/Forgotten/angkor.html>

Additional Research Links:

- The Seven Wonders of the World
<http://ce.eng.usf.edu/pharos/wonders/other.html>
- The Great Buildings Collection

<http://www.greatbuildings.com/>

3. Provide the following questions for students, titled: A Survey of World Landmarks. You may wish to put them on an overhead projector or provide printed handouts:

A Survey of World Landmarks

- What is the name of the landmark?
 - Where is the structure located? Explain how the location is important to the structure.
 - When was the structure built? How long did it take to build?
 - Why was the structure built? Does it still serve the same purpose?
 - Who were the powerful people behind the building of the structure? Who physically built the structure? For whom was the structure built?
 - What does the structure look like? What characteristics or features make this structure stand out as a landmark?
 - How does the structure reflect the culture? How was the structure built? What materials were used? Was special technology used?
4. Partners can begin working on their research and questions cooperatively in class, and they can complete any remaining questions for homework.
 5. Partners will then work together to use information from their research to create a landmark information card. On an index card, students should draw or find a small picture of the landmark and include important facts from their activity sheets. Encourage students to be creative.
 6. When students have finished making their landmark cards, they should present their cards to the class as oral reports. Afterwards, students can place their landmark cards in the correct locations on a world map.
 7. Have a follow-up discussion so students can compare and contrast what they learned about the landmarks. How have landmarks changed throughout history? What are some common reasons people build landmarks? What are some common beliefs and ideals reflected by landmarks throughout history?

Discussion Questions

1. For what different reasons do people build awe-inspiring structures?
2. Which landmark do you believe is the most spectacular? Why?
3. How have characteristics, or features, of landmarks remained the same throughout history? How have they changed?
4. Discuss landmarks in different parts of the world. How are they alike? How are they different?
5. The Egyptian pyramids and other structures have withstood the test of time. What modern-day structures do you think will be around in the year 3000?
6. What do you think is the most important characteristic that a landmark must have? Explain.



Assessment

Use the following three-point rubric to evaluate students' work during this lesson.

- 3 points: Student conducted research on their landmark and completed the questions in the Survey of World Landmarks; worked cooperatively to choose a picture and combine their research findings; presented information in a class presentation that is concise and engaging; placed their landmark card in the correct location on the world map.
- 2 points: Student conducted research on their landmark and completed most of the questions in the Survey of World Landmarks; worked cooperatively to choose a picture and combine research findings; presented information in a competent report; placed their landmark card in the correct location on the world map.
- 1 point: Student conducted research on their landmark and completed some of the questions in the Survey of World Landmarks; worked together to choose a picture and combine their research findings; presented their information with difficulty; could not place their landmark card in the correct location on the world map.

Vocabulary

ceremony

Definition: A formal act or series of acts typically conducted elaborately, solemnly, and directed by a religious, state, courtly, social, or tribal procedure.

Context: Most cultures have a ceremony for weddings and other important events.

civilization

Definition: The stage of cultural development marked by urbanization, advanced techniques of agriculture and technology, expanded population, and complex social organization.

Context: The Egyptians had an advanced civilization—they had mastered complex skills related to architecture, agriculture, astronomy, mathematics, and writing.

culture

Definition: The intellectual and artistic content of a civilization.

Context: Museums are great places to learn about the culture of an ancient civilization.

landmark

Definition: A structure that characterizes a locality.

Context: Two famous landmarks in New York City are the World Trade Towers and the Empire State Building.

Academic Standards

Mid-continent Research for Education and Learning (McREL)

McREL's Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education addresses 14 content areas. To view the standards and benchmarks, visit <http://www.mcrel.org/>.

This lesson plan addresses the following national standards:

- Geography: Understands that culture and experience influence people's perceptions of places and regions.

The National Council for the Social Studies (NCSS)

NCSS has developed national guidelines for teaching social studies. To become a member of NCSS, or to view the standards online, go to <http://www.socialstudies.org>

This lesson plan addresses the following thematic standards:

- Culture
 - Time, continuity, and change
-

Support Materials

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the Discoveryschool.com Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit

- <http://school.discovery.com/teachingtools/teachingtools.html>