Monuments All Over the World: 
Using Historical Monuments to Teach Cultural Geography

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Cultural geography is a unique, diverse, contested, and at times, confusing branch of study in the geography curriculum. Much like many other sub-branches of the social sciences, there has been significant controversy and struggle over the place of cultural geography in the curriculum. This article encourages social studies teachers to consider new approaches to teaching cultural geography concepts, while also utilizing a variety of instructional methods to engage students in a meaningful and enriching exploration of cultures all over the world. A rationale is discussed for incorporating the use of monuments and memorials as an instructional tool to teach cultural geography. In addition, this article provides teachers with a classroom tested activity on how monuments and memorials can be used as instruments to study cultural geography and how this topic can be implemented into a secondary geography or history classroom.

Key Words: Geography, Cultural Geography, Monuments, Memorials, History, Instruction

Introduction

Cultural geography is a unique, diverse, contested, and at times, confusing branch of study in the geography curriculum. Much like many other sub-branches of the social sciences, there has been significant controversy and struggle over the place of cultural geography in the curriculum. Cultural geographers’ traditionally have been concerned with human/environment relationships (Duncan, Johnson, Schein, 2004, p. 2). Over the years, however, this area of study has broadened significantly to include examination of such topics as environmental policy; how cultures create places and modify landscapes for their daily lives; global understanding of diverse regions and cultures; the impact of distance, landscapes and connectivity on human relationships; how cultural landscapes change, evolve, and are analyzed through time; and how societies interact with nature to create the diversity visible in cultures all over the world. The Handbook of Cultural Geography (Anderson, Domosh, Pile, & Thrift, 2003) suggests five themes for examination into cultural geography:

1. Culture as distribution of things
2. Culture as a way of life
3. Culture as meaning
4. Culture as doing
5. Culture as power
Cultural geography is defined as “a series of intellectual- and, at core, politicized- engagements with the world. It is a style of thought, fixed in neither time nor space” (Anderson, Domosh, Pile, & Thrift, 2003, p. 2). Since many scholars in the field of cultural geography recognize that understanding exactly what constitutes cultural geography is difficult to grasp, it is strongly recommended that students engage in how cultural geography is done in the field. This idea is supported and championed in Cultural Geography in Practice (2003), when the authors discuss how:

there are lots of ways of doing cultural geography and each one finds different ways of crossing the blurred borders with other fields of study... Yet, despite all this there is nowhere that students can go to really find out how it is done, and how they themselves can do it. This book aims to be that place! (Blunt, Gruffudd, May, Ogborn, & Pinder, 2003, pp. 3-4).

Similar to the goals of Cultural Geography in Practice, this article is meant to provide teachers with an example activity demonstrating how cultural geography can be studied within the context and realities of social studies curricula during the era of high stakes testing.

Our purpose is to encourage social studies teachers to consider new approaches to teaching cultural geography concepts, while also utilizing a variety of instructional methods to engage students in a meaningful and enriching exploration of cultures all over the world. A rationale is discussed for incorporating the use of monuments and memorials as an instructional tool to teach cultural geography. We provide teachers with a classroom-tested activity on how monuments and memorials can be used as instruments to study cultural geography and how this topic can be implemented into a secondary geography or history classroom.

Monuments and Memorials in the Classroom

Monuments and memorials have played a unique role throughout the history of the world. From the earliest of times, humans have created monuments and memorials for a variety of purposes ranging from commemoration of the dead to temples of worship. As historian Judith Dupre has noted, “Monuments are history made visible. They are the shrines that celebrate the ideals, achievements, and heroes that existed in one moment in time” (Dupre 2007, p. xii). Dupre aptly points out why monuments and other historic structures are valuable resources that provide a unique insight about what different cultures and civilizations find worthy of remembrance. For this reason, monuments need to be viewed critically both domestically and abroad in order to gain a better understanding of the cultural implications historic structures have on the collective memory of a nation. Before having too much discussion on monuments and memorials, however, it is important to briefly explore the working definitions of each term.

There is much debate among scholars, historians, researchers, and the general public about how exactly to define a monument or memorial. Monuments generally tend to be classified as civic projects commemorating historic achievements, triumphs, or glory. Memorials on the other hand are normally associated more with the interwoven concepts of tragedy, death, and loss; giving them a symbolic meaning in a society that desires to remember. Rodney Allen (1992) discusses how “the memorial is a remembrance - a marker, plaque, statue, relief, or structure. Its focus seems to be upon the past, but its message is directed with hope toward future generations” (Allen, 1992, p. 10). Whatever the perceived differences between these two terms may be, both monuments and memorials are attempts to remember and resolve the past in ways that do not exclusively express the concepts of achievement, death, triumph, or loss. Rather, both
monuments and memorials are symbolic structures or landscapes open to interpretation and proffering a message that is fluid in both time and space. Since we are primarily focused on how individuals, communities, cultures, and nations perceive these symbolic structures, we shall use both terms interchangeably.

There is a strong rationale for including monuments into classroom instruction. Secondary history teacher Andrew Wrenn (1998) discussed how he used war memorials in the United Kingdom to help his students understand how historical perceptions and receptions of war memorials change over time. His approach included taking students to visit war memorials. The students analyzed how their emotional responses to the memorials influenced their interpretation of the monument. This type of experiential learning is an important aspect of teaching with monuments because nearly every community has some type of monument or memorial, making communities everywhere viable locations for enriching learning experiences. By allowing students to visit local monument sites, educators can promote the inclusion of the arts and experiential learning opportunities in a way that is cost efficient for schools with ever-dwindling budgets. Also, by visiting local monuments, students will have the opportunity to learn more about their own community and examine how symbolic memorials reflect, or conflict with, the values of the current residents. In the event that educators do not have many monuments to explore in their local community, teachers should consider making use of technology in order to take students on virtual field trips or tours of monuments. Sam Cox and Tyng-yu Su (2004) discuss how teachers creating virtual field trips (VFTs) need to structure these tours as closely to a real field trip as possible, considering what the group of students might do if they actually were at the location. Research studies on students’ perceptions of virtual field trips found that VFTs can be helpful in preparing for an actual field trip, but do not replace the authentic experience provided by personally visiting a location (Spicer & Stratford, 2001; Stainfield, Fisher, Ford, & Solem, 2000). While virtual field trips certainly are not a replacement for an actual visit to monuments, this exposure is definitely an effective alternative for teachers and students discussing international monuments that cannot realistically be visited in person.

Another well documented and researched approach to teaching with monuments is found in James S. Percoco’s (1998), A passion for the past: Creative teaching of U.S. history. Percoco taught high school history in Springfield, Virginia for several years and has written numerous academic articles discussing his student-centered approach to teaching. In his book, Percoco dedicates an entire chapter to discussing the incorporation of monuments and artwork into the social studies curriculum. The author notes how monuments and memorials “serve as tangible reminders of the past, but also in the case of those monuments and memorials erected today, tell us something about our particular time and place in history” (Percoco, 1998, p. 48). This connection between past and present interpretations of meaning from memorials is crucial to helping students understand historical thinking and sets the framework for studying aspects of cultural geography. Since people respond to monuments differently over time based on historical, political, and social changes, studying the reception of monuments over time can reveal a great deal about the shifts in cultural values during periods of history. An example of this would be the symbolic destruction or removal of monuments dedicated to disenfranchised rulers or government figures such as Vladimir Lenin throughout Eastern Europe after the fall of the Soviet Union. Students should be challenged to grapple with the difficult questions
surrounding commemoration, reception, and remembrance of the past as represented and interpreted through monumental structures.

Specific research regarding the effectiveness of using monuments and memorials in the geography classroom is addressed by Rodney F. Allen in his article, “Memorial geography: Reflections upon a useful strategy for teaching middle school geography students” (1992). This helpful article discusses various teaching strategies teachers can use to promote geography skills, such as surveying and mapping. Allen (1992) used this approach to teaching geography because he found that “middle school students are not intrinsically moved to develop a geographic perspective, to master geographic concepts and skills of analysis, and to use their knowledge and skills to reflect upon public policies” (p. 18). Students’ general lack of interest in geography or social studies as a whole is not a new revelation. William Russell (2009) discusses how his ninth grade geography students would “often complain that the content and related activities are irrelevant to their everyday lives” (p. 27). Another study conducted by John Chiodo and Jeffery Byford (2004) found that many students regarded social studies as boring and dry. Students’ feelings towards geography and social studies is not surprising when considering the traditional methods of instruction typically used in these content areas. Relying heavily on one instructional strategy, such as lecture, reading from the textbook, taking notes, completing worksheets, etc., is a common practice in the social studies. According to Anthony Pellegrino and William Russell (2008), students are aware of the lack of challenging content as well as the uninteresting pedagogy utilized in most social studies classes and they desire a curriculum that is more meaningful and engaging. All of this research suggests that new and appealing methods are needed if social studies teachers hope to increase student interest in their classroom. While there are a myriad of resources teachers can use to increase student engagement, incorporating the use of monuments and memorials into classroom instruction is certainly one effective strategy that should be added to the academic discussion of best practices in social studies.

Teaching Methodology

Monuments all over the World Project

This lesson was taught in a 9th grade World Cultural Geography classroom at a large public high school in Florida. The lesson is deemed appropriate for middle and secondary students. This lesson is formatted to occupy two or three class periods (50-60 minutes in length) and can easily be adapted to block scheduling. The primary focus is the exploration of cultural geography through the examination of monuments and memorials.

Each student in the class will be responsible for creating a “World Monuments and Culture Guide” (see Appendix A). Each student in the class will choose a destination to which they wish to travel from the list provided (see Appendix C). Every country on the list will be discussed throughout the course of the school year (note: the list of countries provided in Appendix C contains a sample of countries. Each teacher will need to focus, narrow, or expand the list of possible countries based on his or her own standards and the needs of the students). After choosing a destination, each student will be required to complete his or her section of the “World Monuments and Culture Guide” and present the findings to the class. The purpose of the class presentation is to help all students complete a comprehensive monuments and culture guide that includes each of the countries visited by each individual student. The completed packet can then be used as a reference including information for teachers and students for the remainder of
the year. The student’s role in this project is to provide as much information as possible about the cultural geography of their country and analyze key national monuments to enrich student understanding of the country and its people. The goal for each student is to present ample information about the cultural geography of the country and key monument researched so that other students can decide if they would like to visit each destination. Some of the information students may want to consider is:

1.) Location of the monument
2.) Travel arrangements and accommodations (how much does it cost to travel and stay there?)
3.) Background information on the monument. Why is it there? What is it commemorating? Why is it significant?
4.) Information about the city/country where the monument is located. What is the language spoken, currency, population, type of government, etc…?
5.) How do the local people in this country view this monument? Is there any controversy surrounding this monument? What does this monument tell you about the culture of the people where it is located? How are the foreign relations between the U.S. and this country? Is the monument a popular tourist attraction? Why or Why not?
6.) What are the origins of this monument? Who provided the funding or materials for it to be built? Who is responsible for the maintenance of this site? Has the meaning or interpretation of this monument changed over time? Why or Why not?

Standards Addressed

This project clearly addresses several themes put forth by the National Council for the Social Studies (NCSS) and the National Council for Geographic Education (NCGE). A brief list of standards addressed by this project for each of these organizations is provided to help teachers build a rationale for this activity. It is important to note that individual states typically have geography and other social studies standards that are addressed through this project. The following national standards are not intended to usurp state standards in any way, rather, they are provided for teachers to include alongside state mandates in order to strengthen the rationale for conducting this activity.

**NCSS Curriculum Standards**

**I. Culture**

b. give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference;
c. describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture;

**II. Time, Continuity, & Change**

a. demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views;
c. compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past;
e. demonstrate an understanding that people in different times and places view the world differently;

**III. People, Places, & Environments**

g. describe how people create places that reflect ideas, personality, culture, and wants and
needs as they design homes, playgrounds, classrooms, and the like;  
(NCSS, 1994)

**NCGE Curriculum Standards**

**Essential Element II. PLACES AND REGIONS**

- Standard 4. The physical and human characteristics of places.  
- Standard 6. How culture and experience influence people's perceptions of places and regions.

**Essential Element VI. THE USES OF GEOGRAPHY**

- Standard 17. How to apply geography to interpret the past.  
- Standard 18. How to apply geography to interpret the present and plan for the future.  
(NCGE, 1994)

**Lesson Objective**

The overall objective is for students to explore cultural geography through the analysis and examination of a societal, cultural, or national monument. Monuments are constructed and maintained only because they are given meaning by the people of a country. If the monument is no longer deemed important or no longer represents the values of the people, quite often they are destroyed, relocated, or allowed to deteriorate over time. This assignment is designed to not only introduce students to various cultures and types of monuments, but also allow the students to critically analyze why particular monuments are given national importance and how to interpret the cultural significance and impact of symbolic landscapes.

**Role of the Teacher**

The teacher should clearly explain the project and its two parts (research and presentation) to the students with a level of enthusiasm and excitement. Discuss traveling abroad with the students, see if they are interested in visiting other countries. Show them interesting pictures or video clips of different monuments that span the globe. Ask students to share stories they may have about traveling abroad. Sample question are Where did they go? What did they see?

After discussing traveling abroad, explain to students how various cultures around the world participate in different types of commemoration in the form of monuments. Have students list famous monuments throughout the world that serve as national symbols. This list may include such monuments as the Statue of Liberty in the United States, the Acropolis in Greece, or the Taj Mahal in India. Create a class list of monuments. Note how many monuments are on the list and how many countries are represented. Following the class discussion on famous world monuments, begin exploring the nature of commemoration at home and abroad. Explain how monuments are assigned meaning and importance by the thoughts and emotions people attach to these symbolic landscapes. How do people from different cultures remember their dead? Honor past heroes or leaders? What do these monuments and symbolic landscapes tell you about people from this country? Clearly explain the project rubric so that the criteria and expectations are clear for all students (See Appendix B). In preparation, tour various websites students can use to extend their knowledge about famous world history monuments (see examples in Web-Based References).
Role of the Student

After going over the project rubric, visiting helpful websites, and clarifying student questions, it is time to let the students pick a country to which they would like to travel. Explain that some countries may be assigned to multiple students based on the number of historical monuments available. It is helpful to provide a list of different countries covered throughout the curriculum in order to encourage diversity and exploring areas outside of the more traditional tourist’s destinations (see Appendix C).

Based on the nature and size of this project, students should be given plenty of time to complete the assignments. Consider allowing students some in-class time to work on this assignment in order to monitor progress and answer questions. This specific project was designed to be completed at the beginning of the school year for a geography or world history class. Completing this assignment early in the year is beneficial because it will introduce students to many different countries, cultures, and monuments that will be discussed in further detail throughout the course of the year. It is also a fun and engaging way to get students involved in the class and opens their eyes to the symbolic importance of national monuments and how these structures can be analyzed to study cultural geography.

Closing the Lesson

Each student should be given the opportunity to share and present the culture and monument information gathered with the other students. Allow them time to explain why they choose the country, the monument analyzed, and what this monument taught them about the culture and people of this area. Depending on resources and time, presentations can be done in a traditional presentation format (one presentation in front of the class) or in a geography fair setting (multiple presentations with students moving throughout the room). If traditional presentations are used, divide the class time by the number of presentations. Typically 3-4 minutes each will be needed. Using the geography fair setting, split the class time into two equal halves (e.g. 20 minutes for each half). Then have half the students rotate around the room looking at and listening to various peer presentations. Students often express a greater interest and more rewarding and valuable experience with the geography fair setting. Students should pay close attention to the information provided in order to fill out their World Monuments and Culture Guide sheet for each individual country. All of these forms should be placed together to form a packet of information about countries discussed throughout the remainder of the year. After all of the students have presented and documented all necessary information in the World Monuments and Culture Guide, allow them to place the pages in order based on which destinations they would like to visit the most (first page = favorite place to visit) (last page = lowest priority to visit). Allow the students to share and discuss which places they found the most interesting and why.

Extending the Lesson

After the students have analyzed the cultural significance of national monuments in other countries, have them turn their attention to monuments in their local community, state, or within the United States. What monuments and memorials are given importance in your city? State? Country? Has public opinion about these monuments changed over time? How might different groups (race, religion, social class, gender, political) interpret the meaning of these monuments? Students also can search for monuments in popular vacation destinations or places where their families may have already visited. The purpose of this search is to help expose students and their
families to the rich history provided by monuments throughout landscapes across the United States and all over the world. Depending on the resources available, the teacher may have opportunities to extend the lesson. If technology is readily available students can create a video commercial using iMovie®, MovieMaker®, or even Photostory®. The commercial could visually highlight the cultural geography of the assigned country. If there are a small number of students in class, the teacher can focus the project on one region of the world and repeat as needed. For example, with 10 students, the class could focus on the central/south American region of the world. Once complete and if time allows, students could move to other regions of the world.

**Limitations**

The primary limitations of this activity center on helping students locate and determine which monuments to examine for each country. This is particularly true with some smaller and unfamiliar countries. Some teachers may find it difficult to provide 2-3 class periods for this type of activity due to local/state policy regarding scripted curriculum. Teachers with limited classroom management may find this activity difficult. One observing teacher commented, “I could not do this my students. They would be everywhere.” Like most active and engaged projects, student behavior can be a factor.

**Discussion**

This lesson was taught in a 9th grade World Cultural Geography classroom at a large public high school in Florida. The classroom student population was a racially and academically diverse group. School demographics are roughly 50 percent minority with the largest ethnic group being African American. Students said they were interested in other cultures, but expressed concern about other cultures perceived differences. As the lesson was introduced to the class, numerous students shared that they had “never learned about monuments and memorials from other cultures.”

The procedures outlined in the article were followed closely throughout the implementation of the lesson to ensure an accurate field-teaching. Discussion and debriefing questions were successfully used to generate student-focused conversation. The discussions regarding the project were lively, engaging, and captivated students’ attention. Students were genuinely interested in learning about other cultures. It was observed that students were engaged and consistently on task throughout the project. A male student stated, “This project was awesome. Can we do more work like this?” As students were working, a teaching assistant commented about the students’ hard work and focus, stating “Seeing students on task and so engaged is exciting. This activity really has them focused.” Overall, students were engaged; were motivated to learn; and demonstrated very few behavioral issues during teaching.

**Conclusion**

As the first decade of the 21st century draws to an end, it is important for teachers to consider the massive influx of changes in the field of education. Students are routinely inundated with entertainment and information from various sources such as the media, Internet, television, films, chat rooms, social networking sites, and video games. In order to help students make sense of this ever changing world, teachers must start to reconsider the purpose of their classes and the goals of education. The Association of American Colleges and Universities
worked in conjunction with LEAP (The National Leadership Council for Liberal Education and America’s Promise) to publish a report in 2007 discussing the learning goals for college students in the 21st century. Since most secondary teachers are preparing students for an opportunity to attend college, it is useful for middle and high school teachers to be cognizant of university goals in order to properly prepare students to be successful at the post-secondary level. The four learning outcomes found to be essential for students in this report included:

1. Knowledge of human cultures and the physical and natural world, focused by engagement with big questions, contemporary and enduring.
2. Intellectual and practical skills, including, inquiry and analysis, and critical and creative thinking…
3. Personal and social responsibility, including, intercultural knowledge and competence, and foundations and skills for lifelong learning…
4. Integrative learning demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems. (LEAP, 2007)

By incorporating the use of monuments and memorials to study cultural geography, teachers have the opportunity to meet all of the aforementioned learning outcomes outlined by LEAP and the Association of American Colleges and Universities. Researching the cultural, social, and political influence of public monuments in different cultures gives students a chance to engage in valuable inquiry and analysis activities that offer integrative learning about diverse nations. This “real world” application of cultural geography skills represents the type of problem solving and thoughtful reflection necessary to be successful at the university level, as well as being an informed citizen in an increasingly globalized society. Teaching with monuments and memorials is a unique approach that should be a focal point of instruction in the 21st century because of the integrative nature required to study the past through symbolic structures. The multiple skills necessary to study monuments is addressed by noted historian and writer James W. Loewen in his book, *Lies Across America: What our historic sites get wrong* (1999). Loewen (1999) discusses the requirements necessary to understand a historic site in the following passage:

> To understand a marker or monument we must not only analyze what it says and how it looks but also when it was unveiled. To understand a historic site we need to know when its interpretation-what guides show and tell- was established. Why was this story told then? What audience was it aimed at? How would the story differ if we were telling it today? Or in another fifty years? Too often our historic sites relate inaccurate and misleading history owing to the ideological demands of the time and the purpose of their erection or preservation. (p. 36)

The various skills of analysis suggested by Loewen (1999) to understand historic monuments and sites demonstrates how scholarly research promotes critical thinking and provides students with practical skills to help them be responsible interpreters of history as it is represented visually through commemorative structures all over the world. Studying cultural geography through monuments teaches students to ask important questions about these historic structures. This level of inquiry will enable students to carry valuable lessons beyond the walls
of the classroom and into their adult lives. Through the research process and completion of the World Monuments and Cultural Guide activities, students will explore the unique history and cultural geography of foreign countries by analyzing some of the most important historical monuments in that society. This will allow the students to begin recognizing the vast cultural differences and similarities between nation’s and cultures all over the world. Students will have the invaluable experience to engage in critical thinking and analysis activities that have real world applications and present and future implications.

References


**Web-Based References**
http://www.nationonline.org/oneworld/most_famous_landmarks.htm

**Appendix A**

**World Monuments and Culture Guide**

1. Country Visited:__________________________________________________________
2. Population:____________________________________________________________
3. Language Spoken:_________________________________________________________
4. Currency:_______________________________________________________________
5. Type of Government:______________________________________________________
6. Religion(s):_____________________________________________________________
7. Travel Cost:______________________________________________________________
8. Historical Monument:_____________________________________________________  
   When was it built?_________________________________________________________  
9. Location of Monument (city):_____________________________________________
10. What does the monument commemorate?____________________________________  
   _____________________________________________________________
11. Is this monument controversial or contested?____________________________________
12. Who provides maintenance for this monument?_______________________________
13. Is the location of the monument significant? Why?____________________________
14. What does this monument tell you about the country, its people, and their culture?  
   _____________________________________________________________
15. Rationale explaining why others should visit this monument.______________________
# Appendix B

Name: _____________________________

## Monuments All Over the World Rubric

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory 0-1</th>
<th>Satisfactory 2-3</th>
<th>Excellent 4-5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Location</strong></td>
<td>The monument was not located within the assigned country. City and significance of location was not provided</td>
<td>The monument was located within the assigned country. City and significance of location was briefly discussed.</td>
<td>The monument location, city, and significance of location were all addressed clearly and accurately.</td>
</tr>
<tr>
<td><strong>Demographic Information</strong></td>
<td>The project does not include demographic information.</td>
<td>The project includes some of the demographic information, but with a few errors.</td>
<td>The demographic information was accurate and useful.</td>
</tr>
<tr>
<td><strong>Historical Monument</strong></td>
<td>No background information or analysis of the monument was provided.</td>
<td>The monument was located within the assigned country and some background information is provided, but with little analysis.</td>
<td>The monument location, background information, and analysis are all clear and informative.</td>
</tr>
<tr>
<td><strong>Rationale for visiting Monument</strong></td>
<td>Did not provide a rationale.</td>
<td>The rationale was somewhat detailed.</td>
<td>A detailed rationale was provided.</td>
</tr>
<tr>
<td><strong>World Monument and Cultural Guide</strong></td>
<td>The guide was not completed and/or multiple incorrect information</td>
<td>The guide was completed, but some of the information is inaccurate or irrelevant to the project.</td>
<td>The guide was fully completed with accurate and useful information.</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>The information was not shared with the class</td>
<td>The presentation was too brief and difficult to follow.</td>
<td>The presentation was clear and informative.</td>
</tr>
<tr>
<td>Technical Aspects and Grammar</td>
<td>There are multiple misspelled or grammatical errors.</td>
<td>There are a few misspelled and/or grammatical errors.</td>
<td>There are no misspelled and/or grammatical errors.</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------------------------</td>
<td>-----------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td>Total /35 pts.</td>
</tr>
</tbody>
</table>
Appendix C

Potential Locations

*Note: These locations are merely recommendations and in no way is this list comprehensive. It is up to the individual teachers to decide which countries to include in this assignment based on their students and curriculum.

| 2. Algeria             | 27. Jordan           |
| 3. Argentina           | 28. Libya            |
| 4. Armenia             | 29. Macedonia        |
| 5. Australia           | 30. Madagascar       |
| 6. Bangladesh          | 31. Malta            |
| 7. Bosnia and Herzegovina |                  |
| 8. Brazil              | 32. Mexico           |
| 10. Canada             | 34. Nigeria          |
| 11. Chile              | 35. Pakistan         |
| 12. China              | 36. Peru             |
| 13. Cyprus             | 37. Russia           |
| 14. Egypt              | 38. Senegal          |
| 15. Ethiopia           | 39. Sierra Leone     |
| 16. France             | 40. Slovakia         |
| 17. Georgia            | 41. Spain            |
| 18. Ghana              | 42. Sri Lanka        |
| 19. Greece             | 43. Sweden           |
| 20. Guatemala          | 44. Syria            |
| 21. India              | 45. Tanzania         |
| 22. Indonesia          | 46. Turkey           |
| 23. Iraq               | 47. Ukraine          |
| 24. Ireland            | 48. United Kingdom   |
| 25. Italy              | 49. Uzbekistan       |
| 26. Jamaica            | 50. Zimbabwe         |

Author Bios

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