

Seven Wonders of the World: Simply the Best: Teacher's Guide

Grade Level: 6-8

Curriculum Focus: Ancient History

Lesson Duration: Three class periods

Program Description

Discover the ancient "Seven Wonders of the World." Visit the Colossus of Rhodes, mausoleum at Halicarnassus, lighthouse at Pharos, temple of Artemis at Ephesus, hanging gardens at Babylon, pyramids of Egypt, and statue of Zeus at Olympia.

Onscreen Questions and Activities

- Why is the Golden Gate Bridge considered to be one the seven modern wonders of the world? (*The Golden Gate Bridge embodies the human qualities of struggle, stress, dreaming and achievement.*)
 - What were the Seven Wonders of the ancient world? (*The seven ancient wonders were the great Pyramid of Giza, the Hanging Gardens of Babylon, the Temple of Artemis, the statue of Zeus, the Colossus of Rhodes, the Lighthouse at Alexandria and the Mausoleum at Halicarnassus.*)
 - Discuss what factors a society would need before it could create a "Wonder of the World."
 - Activity: Make a list of the qualities that each of the Seven Wonders of the World possesses. Compare these qualities to those of buildings and statues that exist today. How many of today's structures would you call modern wonders?
-

Lesson Plan

Student Objectives

Students will understand:

- Throughout the ages, humans in all cultures created works of art that may be considered wonders of the world.
- Observers of art generate criteria by which to judge individual works.

Materials

- *Seven Wonders of the World: Simply the Best* video and VCR, or DVD and DVD player
- Access to art history and history reference materials
- Photocopy machine

- Materials that students can use to mount and label visuals to accompany their oral presentations

Procedures

1. Tell students that the term *Seven Wonders of the World* denotes works regarded by ancient Greeks and Romans as the most remarkable structures up to their day. Ask students if they can name the original seven wonders of the world: (1) The Pyramids at Giza, (2) The Hanging Gardens of Babylon, (3) the Statue of Zeus by Phidias, (4) the Temple of Artemis at Ephesus, (5) The Mausoleum of Halicarnassus, (6) The Colossus of Rhodes, and (7) the Pharos of Alexandria.
2. Next, have students imagine the criteria that ancient Greeks and Romans used to select these seven monuments. If students are blocked, initiate the list by suggesting *monumentality* or *complexity of construction*.
3. Tell the class that they will be evaluating which works of sculpture, architecture, and landscaping that postdate ancient Greece and Rome merit the label *wonder of the world*. Begin by working with students to figure out what starting date they should select to indicate "the period after ancient Greece and Rome" –probably around A.D. 476, when Emperor Romulus Augustulus was deposed. Be open, however, to other dates suggested by students for the fall of the Roman Empire if they can offer persuasive facts and logical thinking.
4. Tell students they will research major works of sculpture, architecture, and landscaping from the period that begins with the fall of the Roman Empire and continues up to, say, 1950. Consider assigning groups of students to specific historic periods or regions of the world so that the class as a whole conducts research in a comprehensive manner. Such periods and regions might include the following:
 - Byzantine Empire (A.D. 500–1453)
 - Western Europe during the Middle Ages
 - Western Europe from the Renaissance forward
 - Mayan civilization from the ninth century forward
 - Aztec Empire
 - Inca Empire
 - Russia prior to the Revolution of 1917
 - China from the sixth century forward
 - Early black African kingdoms such as Dahomey, Ghana, Ethiopia, Mali, and Nigeria
 - India from the fifteenth to the seventeenth century
 - North America from A.D. 500 forward
5. Direct students to printed books, electronic sources, and other materials (such as travelogues) in which they can read about and see photographs, drawings, or paintings of buildings, monuments, or landscaping of a period or region.

6. After each group has researched a period or region of the world, ask them to nominate a certain number of works of architecture, sculpture, or landscaping as candidates for the label *wonder of the world*. The groups should prepare and present an oral presentation with visuals of each work they nominate. In that report, each group should also state which criteria of greatness beyond those already on the list (see second step, above) led them to nominate these works. Keep a running tally of all criteria. (Some criteria might be *endurance for more than five hundred years, usefulness, beauty, originality, religious significance*, and so forth.) Along with their report, ask students to provide a list of reviewed sources used in their research.
7. When all groups have made their presentations, the class will have: (a) a list of nominations and (b) a list of criteria for nomination. Involve the class in devising a simple way for judging the nominees against one another and for determining which qualify as a wonder. One approach is to create a chart to track which criteria apply to each candidate. For example, you could list the *criteria* in the columns, and the *candidates* in the rows, checking off the criteria that apply to each candidate. Then ask the class to decide on a scoring system. For example, how many of the criteria does a work have to exhibit in order to qualify as a wonder? How many additional wonders of the world did the class come up with?

Discussion Questions

1. What are the qualities of an object that is considered a “wonder of the world”?
2. Which of the seven wonders shown in the program would you choose to visit? Why?
3. What important prerequisites would a society need in order to create a wonder?

Assessment

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

- 3 points: Students consult many sources in their selections and presentations; create a complete and thoughtful list of criteria used in their selections; very well organized and very well delivered oral presentation; well-displayed visuals.
- 2 points: Students consult a minimum number of sources in their selections and presentations; create a satisfactory list of criteria used in their selections; moderately well organized and moderately well delivered oral presentation; acceptable display of visuals.
- 1 point: Students consult insufficient number of sources in their selections and presentations; create an incomplete or vague list of criteria used in their selections; poorly organized and delivered oral presentation; poorly displayed visuals.

Vocabulary

catacomb

Definition: A subterranean cemetery of galleries and recessed tombs.

Context: In an ancient catacomb close by Saint Peter's tomb, a gold mosaic shows us Christ as Helios rising in his chariot.



Hellenistic

Definition: Anything related to Greek culture, art, and history after the reign of Alexander the Great.

Context: Helios came to power really in the great cities of the east in the Hellenistic cities like Pergamer and Rhodes.

mausoleum

Definition: A large, stately tomb, usually above the ground, and constructed of stone.

Context: The Mausoleum at Halicarnassus was the world's first mausoleum.

translucent

Definition: The quality of admitting and diffusing light so that objects beyond cannot be clearly seen.

Context: The stones are warm and translucent, like human skin.

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/compendium/browse.asp>.

This lesson plan addresses the following national standards:

- Geography: Understands that culture and experience influence people's perceptions of places and regions.
- World History – Classical Traditions, Major Religions, and Giant Empires: Understands how Aegean civilization emerged and how interrelations developed among peoples of the eastern Mediterranean and southwest Asia from 600 to 200 BCE.

The National Council for the Social Studies (NCSS)

The National Council for the Social Studies (NCSS) has developed national standards to provide guidelines for teaching social studies. To view the standards online, go to

<http://www.socialstudies.org/standards/strands/>.

This lesson plan addresses the following thematic standards:

- 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>
-