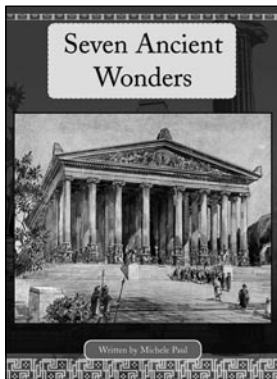


Seven Ancient Wonders

Text Type		Lower 1500–1800 words RA 8.8–9.2	Middle 1900–2400 words RA 9.3–9.7	Upper 2500–3000 words RA 9.8–10.2
Fact	Procedure	Build Your Own Easel	Making a Cheesecake	So You Want to Be a Cartoonist?
	Recount (Explanation)	Ten Milestones in Space	Rail Accidents	Three Terrible Hurricanes
	Information Report (Description)	Mythical Creatures	The World of Caves	Top Towers
	Information Report (Explanation)	A Weather Counting Book	Two Polar Regions	Seven Ancient Wonders
	Interview	Food Science FAQs	Hobbies	Fireflies and Glow-worms
	Biography	Ned Kelly	Mother Teresa: Saint of the Gutters	Edmund Hillary
	Explanation	How Forensic Scientists Work	How Musical Instruments Work	How Solar Energy Works
	Procedural Recount	How I Learned to Be a Nipper	How I Trained for the Junior Triathlon	How I Learned to Snowboard
Fiction	Realistic Fiction (Out of School)	Junkyard Treasure	Outback Betty's	Harry's Dream
	Realistic Fiction (In School)	On the Case	The Real-Life School Project	Ms McMahon
	Historical Fiction	The Wooden Horse Trick	Cheung Saves the Day	The Slave
	Fantasy	The Cloud Washerwoman	Sammy Stevens Sings	Finbar and the Long Trek
	Science Fiction	A New Source of Power	The Intergalactic Race	Eighth Moon
	Humour	The Upstairs Dragon	My Rhyming Grandpa	Catty Bimbar and the New-Age Pirates
	Mystery	Mystery Under the Big Top	The Mystery of Autoplane 500	The Mystery of the Missing Food
	Folktales	The Wicked Witch of the Singing Sands	Gulnara	Momotaro, Little Peachling

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text.



SEVEN ANCIENT WONDERS

Upper level fact

Text type: Information Report (Explanation)

Reading age 10.2

Word count 2,920

Before Reading

Activate prior knowledge by asking students what an information report is. Tell students that an information report is an explanation. The subject of the report is introduced at the start, and the rest of the book contains information, pictures and photos, with labels or captions that describe the subject or topic.

The information in these reports is true and accurate and not just one person's opinion.

Examine one information report with students. Read the title and the blurb. Identify the subject and examine the contents page. Build understandings that the contents in the book

are subheadings of the main topic. Browse through the illustrations and discuss how they help the reader to understand the topic.

COVER

Before Reading

Read the title and examine the cover photograph. Discuss what the book may be about. What do the photograph and the title suggest about this book? What is an ancient wonder? What does the title Seven Ancient Wonders mean? Discuss the meaning of the word ancient.

Read the blurb. What additional information does this give you? What do you expect to find inside this book? Guide the discussion to build understandings that this book will provide information about seven ancient structures.

What are the wonders in this book?

How do we know about them if they are gone?

What is the purpose of this book?

CONTENTS PAGE

Open the book. Discuss the features of the contents page. Where would I go to read about The Hanging Gardens of Babylon? Students should quickly respond with the page number. Repeat for other pages. Encourage quick responses. What do you know about

information books? Students should indicate that the reader can choose where they'd like to start.

Students should mention the terms *glossary* and *index*. Ask students to explain what each term means. Visit each of these pages to clarify that the glossary provides meanings for new or tricky words about the topic, and the index provides the page numbers to help the reader locate particular things in the book.

Revisit the contents page. Discuss the term *introduction*. *What does this mean?* Lead students to acknowledge that an introduction will provide background information about the topic which will help us to read the book.

INTRODUCTION

During Reading

What do you notice first about this page?

Guide students to discuss the information contained in the photo and caption. *What is this? Why was it built? Does anyone know where the Great Wall is?*

What do you notice about the text on page 4? Students should notice the bold text on *ancient*, and suggest that this word is located in the glossary. Direct students to the glossary and ask students to read the definition aloud.

Read page 4 and find out how the list of wonders came about. Jot down what the seven wonders of the ancient world are and find out why the Great Wall of China is not on the list. Be ready to share what you've learned.

After Reading

What is an ancient wonder? Students should indicate that it is one of the seven most impressive monuments. *Who put the list*

together? Did everyone agree?

What are the theories about why some ancient wonders from other civilizations are left off the list? Direct students to the second paragraph to find the answers.

How do we know about the seven ancient wonders if six of them have gone? Look for the answer in the last paragraph. What is a historian? Discuss.

What are the seven wonders of the ancient world? Which ones have you heard of? What do you know about . . . ?

THE GREAT PYRAMID OF GIZA

During Reading

Read the title. Direct students to look at the photos and diagrams on pages 6, 7, and 9. Discuss each of the images while building knowledge about the Great Pyramid of Giza.

Read pages 6 to 9. As you read, take note of interesting details about the pyramid and be ready to share them with the group.

Building a structure this large would have been a challenge. Take note of any extra information about the construction.

Find out why the pyramid was built (its purpose) and for whom. Jot down what was found inside the pyramid.

After Reading

In which capital city is the Great Pyramid situated?

What is special about this ancient wonder? Direct students to the first paragraph of page 6 to locate the answer.

What shape is the Great Pyramid? How tall is it? What are some of the interesting aspects of the design and construction? Direct

students to page 7 to reread if needed.

What is the history of the Great Pyramid? What is a tomb? Who was it built for? What is the purpose of the pyramid? What is found in a pyramid when it is first discovered?

What is an approximate date that it was built?

How do historians think the pyramid was built?

Discuss the theories on pages 8 and 9.

How long do historians think it may have taken to build?

What kind of work do you think building a pyramid would have been? Why?

THE HANGING GARDENS OF BABYLON

During Reading

What do the title, photos, and captions on pages 10 to 13 tell you? Discuss each of the images to build knowledge of the gardens prior to reading.

*What do you notice about the text on pages 10 and 11? Students should notice the bold text on *irrigation*, *terraces* and *asphalt*. Direct students to the glossary and ask them to read the definitions aloud.*

Read pages 10 to 13. As you read, take note of what the hanging gardens were hanging from, and why they are regarded as an ancient wonder. Jot down some notes about where they are, what the writings say they looked like, and who looked after the gardens.

Find out some of the interesting history and be ready to chat about how they were built.

After Reading

Where were the hanging gardens located? What did they hang from? How big was the garden? How was the garden made, and who

looked after it?

How did the irrigation system work? Where did the water come from? Support students as they try to explain the irrigation system. As they do so, direct students to the diagram on page 13.

Describe what the gardens looked like. What does a terraced garden look like?

What do you know about the history of the gardens? Who do historians think had the gardens built and when?

THE STATUE OF ZEUS AT OLYMPIA

During Reading

Read the title and look at the map, picture, and captions. Does anyone know who Zeus is? Where was the statue created? Why does it say on page 15, that this illustration may not be accurate. Why might the Greeks have built this statue?

*What do you notice about the text on page 15? Students should notice the bold text on *ornate*. Direct students to the glossary and ask students to read the definition aloud.*

Read pages 14 to 16 and find out who Zeus was and what made him so special. When was Zeus worshipped?

Jot down a description of the statue of Zeus and use words from the book to support your description.

Find out what historians think about the statue of Zeus. Jot down when and how Zeus was created.

After Reading

Why was this statue created? When was Zeus worshipped? What do you notice in the first paragraph, which we still do today? Explain that

this is where the Olympics began. They are an ancient tradition. *Why do you think they are called the Olympic Games?* Direct students to the last sentence on page 14 to look for the answer.

Describe what historians think the statue looked like. Do you see another significant modern word on page 15? Students should identify the word Nike. Who was Nike? Do you think this is where the sports brand took its name from?

When was the statue created? How was it built?

THE TEMPLE OF ARTEMIS AT EPHEBUS

During Reading

Read the title. Examine the images on pages 17 to 20. Read the captions and discuss each one.

As you read pages 17 to 20, take note of why it was built, what it looked like, and how long historians think it took to complete. What happened to the temple in 356 BC? Think about how you feel about this.

Find out how the temple was built. What was it constructed from? Use page 20 to help you

After Reading

Why was the temple built?

What did it look like?

How many columns did it have? How high were they? Assist students to understand how tall 20 metres is.

What was around the temple?

How long do historians think the temple took to build? Why can't they be totally sure? What was it used for?

What happened in 356 BC? Why?

What happened 500 years after that? What are looters?

How was it built?

Which of the three columns was used in the temple?

THE MAUSOLEUM AT HALICARNASSUS

During Reading

What do the title and the map tell you? Have you heard of a mausoleum? What is it? Turn to page 22 and examine what it looks like. What do you think it may have been used for?

Are there words that need to be checked in the glossary? Discuss the meaning of colonnade. Ask students whether they know this word. Navigate quickly to the glossary and read the definition given.

Read about the Mausoleum at Halicarnassus. Jot down what it was used for and any other interesting pieces of information.

Find out what it looked like and jot down a few key words from page 22. Take note of what historians say about it and also how it was built.

After Reading

How is the Mausoleum similar to the Great Pyramid? What was buried inside? Prompt students to use the word tomb.

What made it different to many other buildings of that time? Direct students to reread page 21 if needed.

What did it look like? How big was it? What was around the outside?

What was the structure built from? What sort

of statue was on the roof?

Who organized the building of the mausoleum?

What eventually destroyed the Mausoleum at Halicarnassus?

How was it built? Direct students to page 23 to check details if needed.

THE COLOSSUS OF RHODES

During Reading

Read the title and look at the pictures, captions, and map. What do you think the Colossus of Rhodes was?

As you read about the Colossus of Rhodes, find out who the statue represents, and why it was built.

Jot down a description of the statue and any details about height and materials used.

What does history suggest about the city of Rhodes? How does this link to the building of the statue? Record some notes ready for the discussion.

Find out how the Colossus of Rhodes was built

After Reading

What did the Colossus of Rhodes symbolize? Which god was the statue based around?

Where in the city was the Colossus built? Why do you think it was at the entrance to the harbour? Can you think of a modern-day statue that this reminds you of?

What did it look like? How high was it? What was it made from? What is bronze?

What is the link between the history of Rhodes and the material used to build the statue? Check page 26 if needed.

How long did the statue take to build? How was it built? Reread page 26 to revisit the steps involved.

THE LIGHTHOUSE OF ALEXANDRIA

Read the title and look at the map on page 27 and the illustration on page 28. What can you tell about this lighthouse? What do you think made the light for the lighthouse?

Discuss the meaning of *causeway*. Ask students whether they know this word. *Navigate quickly to the glossary and read the definition given.*

As you read, find out more about the Lighthouse of Alexandria. This ancient wonder had a practical use. What was unique about this structure at the time it existed?

Jot down some notes about where it was built, how tall it was, how it was designed, and how effective it was at warning sailors.

It would have been very challenging to build something so tall. Find out how it was built. Write some notes ready for the discussion.

After Reading

What was unique about this structure in its day? Prompt students to the fact that it was the tallest building on Earth at the time.

What did it look like? Discuss its height, tiered construction, and use of white marble.

How kind of light did it reflect? What was the mirror used for?

Why was the lighthouse built? Direct students to read the history section again to check if needed.

What else was the lighthouse used for? What feature did it have to enable tourists

to observe the view?

How was it built? Prompt for detail and clarification as needed.

⬆️ CODE BREAKER

Discuss the use of *-er* and *-ir*, at the ends of, and in the middle of words. *What sound do these letters make?*

Turn to page 4. Ask students to find words containing *-er* or *-ir*. Make two columns on the board. Head the columns *-er* and *-ir*. List the words students find under the appropriate column. The following words should be located: *writers, first, wonder, firstly, other, wonders, closer.*

Instruct students to draw the columns in their book and add the headings. Tell them to find as many *-er* and *-ir* words as possible from the book to add to the columns, and then add as many extra words as they can think of that use this spelling pattern.

🗉 MEANING MAKER

Turn to page 30 of the book. What does this table tell us? Examine the building materials used for these constructions. Look at the structures that were made from marble, gold, ivory, and bronze. Explain what these materials are and how they are used in today's world.

Why don't we have entire houses and buildings made from these materials? Discuss the materials that are commonly used for large modern constructions.

Why do you think the ancient Greeks used these materials in their buildings? Discuss the use of bronze in many artworks from the time. Do you think that average people had homes made of marble in ancient times? Why not?

🗉 TEXT USER

The information in this book has been set out in a clear, logical manner. Revisit the text, showing students each page. *What elements in this book help the reader to find information quickly?* Guide students to notice that the same subheadings are used for every structure.

Explain that each new structure begins with an introductory paragraph to give the reader some general information, and then follows the pattern, location, description, history, and how the structure was built.

Discuss how this set-out makes it easy for readers to locate the information they need.

What else did this book feature to help us? Assist students to notice the maps and diagrams.

🗉 TEXT CRITIC

It is difficult to report with confidence about things that have long gone, particularly if little or no physical evidence remains. Historians used old records to make sense of and piece together information about these structures. By doing this they were able to build a picture of what they believed things looked like. We say that they are inferring what things would have been like. When we view pictures of things that have been gone for a long time, we must understand that the way it is presented may not be exactly as it was. It is someone's best guess after studying the information they have.

USING MULTIPLE INTELLIGENCES

Small-group activity

Examine and discuss: the maps in the book to find where each of the Seven Ancient Wonders is located in relation to one another. Use an atlas to see how the regions all fit together. (L, M)

Draw: one map with all the locations of the Seven Ancient Wonders on it. (L, S)

Design: a key for your map. You will need a symbol to represent each of the Seven Wonders and show them on your map. (S, L)

Write: a title for your map. (V)

MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

- verbal-linguistic intelligence – word smart
- logical-mathematical intelligence – number/reasoning smart
- visual-spatial intelligence – picture smart
- bodily-kinaesthetic intelligence – body smart
- musical-rhythmic intelligence – music smart
- interpersonal intelligence – people smart
- intrapersonal intelligence – self smart
- naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

Seven Ancient Wonders Name _____

As you read, record details about the Seven Ancient Wonders.

Ancient Wonder	Location	Description	History	How it was built
The Great Pyramid of Giza				
The Hanging Gardens of Babylon				
The Statue of Zeus				
The Temple of Artemis				
The Mausoleum at Halicarnassus				
The Colossus of Rhodes				
The Lighthouse of Alexandria				



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Seven Ancient Wonders Name _____

Yes or No? Circle the correct answer. Use your book to help you.

The Turks made the lists of the Seven Wonders. Yes/No

The Great Wall of China is on the list. Yes/No

Stonehenge is not on the list. Yes/No

The Great Pyramid is the only one still standing today. Yes/No

The Great Pyramid is in Giza. Yes/No

The Hanging Gardens were pot plants. Yes/No

The Statue of Zeus was in Olympia. Yes/No

In ancient times, athletes competed in the Olympic Games. Yes/No

The Temple of Artemis was made of gold. Yes/No

The Mausoleum at Halicarnassus was an animal cemetery. Yes/No

The Colossus of Rhodes was a statue of the god Helipitus. Yes/No

The Lighthouse of Alexandria was the tallest building of its time. Yes/No

Write a Yes or No statement for each of the Seven Wonders. When you have finished, give your sheet to a friend to solve.

_____ Yes/No

_____ Yes/No

_____ Yes/No

_____ Yes/No

_____ Yes/No

_____ Yes/No

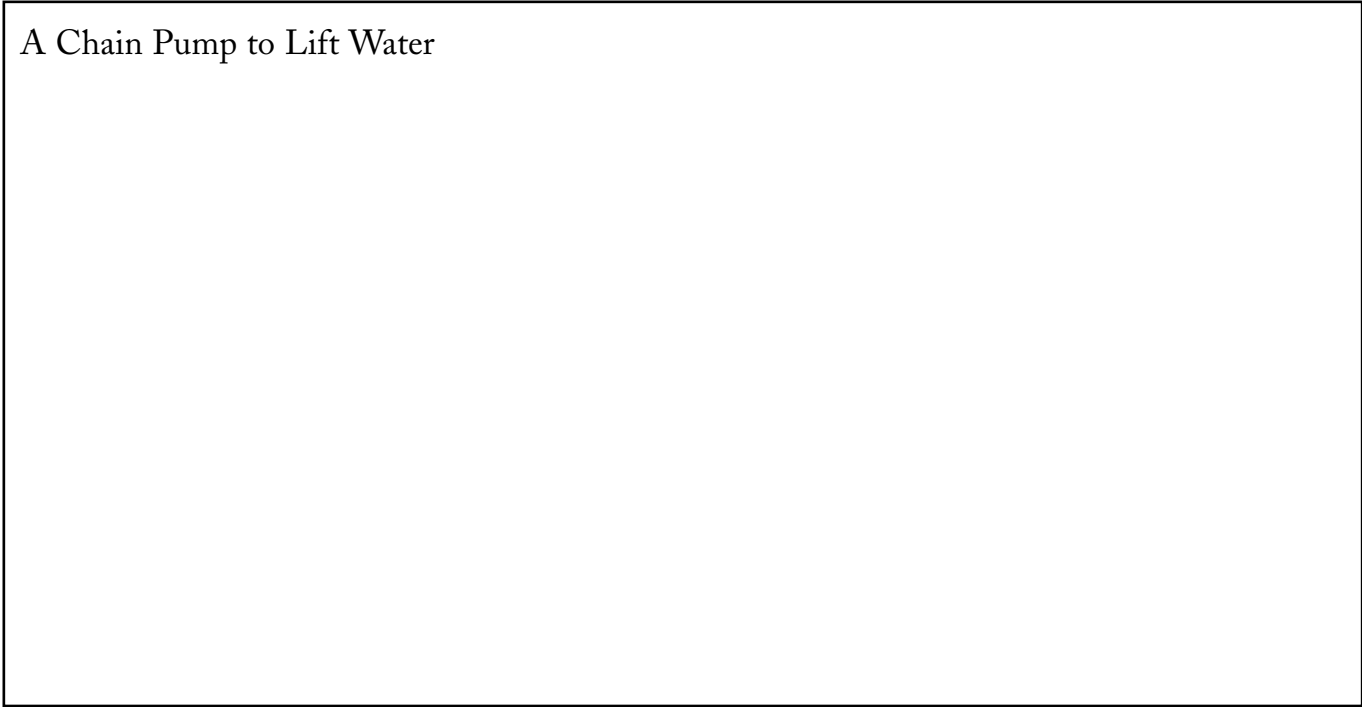
_____ Yes/No

Seven Ancient Wonders

Name _____

Draw the illustration showing A Chain Pump to Lift Water on page 13. On the lines underneath, using your own words, explain how the pump works. Reread page 13 to check.

A Chain Pump to Lift Water





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Seven Ancient Wonders

Name _____

If you were selecting the Seven Wonders, which ones would you choose? Would you keep the same list as the Greeks, or would you include the Great Wall of China or Stonehenge? You may need to check information about these to help you decide.

Record your choices and your reasons for including them.

1. _____

My reason _____

2. _____

My reason _____

3. _____

My reason _____

4. _____

My reason _____

My reason _____

6. _____

My reason _____

7. _____

My reason _____



Seven Ancient Wonders

Name _____

Read the clues below and use your book to find the answers. Record the answer and then write two interesting facts about that ancient wonder.

Clues

Answers

This is a large triangle-shaped stone building.

Fact: _____

Fact: _____

This ancient wonder had an advanced irrigation system.

Fact: _____

Fact: _____

I am the king of the Greek gods.

Fact: _____

Fact: _____

I am the capital of Greece.

Fact: _____

Fact: _____

I am the Greek goddess of hunting and nature.

Fact: _____

Fact: _____

The Temple of Artemis was built in this ancient city.

Fact: _____

Fact: _____

The Mausoleum at Halicarnassus was named after me.

Fact: _____

Fact: _____

The Colossus of Rhodes is a statue of me.

Fact: _____

Fact: _____



