Webquest: Ancient monuments

In this webquest, students explore the history and mystery of six of the world’s greatest ancient monuments: Stonehenge, the Pyramids at Giz, the Sphinx, the Great Wall of China, Angkor Wat and Teotihuacan. They finish the lesson with a class project, further exploring a monument of their choice.

Activity 1: Stonehenge, UK

Hand out one worksheet per student. Students read a short text that explains what Stonehenge is, before visiting the two web links to find the correct answers to the questions. Students could work individually or in pairs.

Key:
1. bone tools
2. 4 tons
3. by sea and river; by dragging
4. 50 tons
5. 20 miles
6. 600
7. Late Neolithic people; Beaker people
8. a place to bury the dead
9. 3000 BC
10. 240
11. Rulers/chiefs
12. thrown into rivers; left in the wild

Activity 2: The pyramids at Giza

Ask students to read through the questions before playing the video, and clarify any unfamiliar vocabulary. Then play the video. Play it a second time if necessary, and then check answers as a class. As an additional discussion question, you could ask students if they would like to visit the pyramids (if they haven’t already).

Key:
1. Cairo
2. to honour the ancient Egyptian rulers
3. tombs (of the pharaohs); part of a network of temples
4. almost 450 feet
5. 2500 BC
6. Over two million
7. It guards the middle pyramid.
8. limestone
9. Archaeologists and scientists dig there to make new discoveries.
10. 300 people a day
11. taxi and bus
12. In the early morning or early evening

Activity 3: The Sphinx

Students read the page and decide whether the sentences are true or false. They could work individually or in pairs. When checking answers, ask students to show the evidence for each true sentence and explain why each false sentence is false.

Key:
1. False (the body of a lion)
2. True
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3. False (the head is two-thirds the length)
4. True
5. False (the nose was missing before Napoleon arrived)
6. True
7. True
8. False (only the top of the back right paw has been left unrestored)
9. False (the Sphinx has a tail)
10. True

Activity 4: The Great Wall of China

Students brainstorm facts about the Great Wall in pairs. You could ask each pair to share a ‘fact’ with the class. Then they read the web page to find the answers to the questions. Students could work individually or in pairs, and could race to find the right answers. If students shared ‘facts’ at the beginning of this activity, were they correct or not?

Key:
1. 6,000km
2. 2,000 years ago
3. In the Ming dynasty
4. to keep northern invaders like the Mongols out
5. Emperor Qin
6. earth; stone
7. brick
8. 200 years
9. 1644
10. 800,000
11. The Wall can be seen from space; The Wall can’t be seen from the moon

Activity 5: Angkor Wat

Split students into pairs of Student A and Student B. Student A answers questions 1 to 10, while Student B answers questions 11 to 19. When they have both finished, they should ask their partner the answers to the questions they did not research and write down the answers, making sure they understand what they are writing. Check answers as a class.

Key:
1. Holy City
2. Near Siem Reap in northeast Cambodia
3. It’s the largest religious structure in the world
4. 120 sq miles
5. About 1000
6. No, some are Buddhist
7. 3 times bigger
8. 750,000
9. 12th century
10. On the flag of Cambodia
11. The Khmer empire
12. King Suryavarman II
13. A funeral temple to hold his remains
14. Mount Meru
15. A moat
16. To represent the waters of the cosmos (universe) and to control the water and irrigate (water) the rice
17. 5
18. Sandstone and limonite
19. Gods, men and animals
Activity 6: Teotihuacan

Students read the page and complete the chart. Encourage them to take simple notes, but to give their answers as full sentences when checking answers as a class.

Key:

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where is Teotihuacan?</td>
<td>In a valley in Central Mexico (50km northeast of Mexico City)</td>
</tr>
<tr>
<td>Who built it, and what was it originally called?</td>
<td>No one knows</td>
</tr>
<tr>
<td>When did the Aztecs discover it?</td>
<td>The first half of the 14th century</td>
</tr>
<tr>
<td>What does Teotihuacan mean?</td>
<td>The place where gods were born.</td>
</tr>
<tr>
<td>When was it first inhabited?</td>
<td>100 BC</td>
</tr>
<tr>
<td>How many people lived there?</td>
<td>Over 150,000</td>
</tr>
<tr>
<td>How big an area did it cover?</td>
<td>20 square km</td>
</tr>
<tr>
<td>What are the main buildings in the city?</td>
<td>The Pyramids of the Sun and Moon, and the Citadel.</td>
</tr>
<tr>
<td>Who or what was Huehuetotl?</td>
<td>He was the Old God, and he was responsible for fire. He was the patron saint of house and hearth.</td>
</tr>
<tr>
<td>What did the people of Teotihuacan trade in?</td>
<td>Obsidian (green glass) and ceramics</td>
</tr>
<tr>
<td>Why did people stop living there?</td>
<td>a big fire in the 7th century – possibly there was an invasion or an internal rebellion.</td>
</tr>
<tr>
<td>How much of the ruins are still unexcavated today?</td>
<td>95%</td>
</tr>
</tbody>
</table>

Activity 7: Research project

Ask students to choose one of the ancient monuments covered in the webquest and do some further research about the people who built it. They could tackle this in groups during class, or alternatively you could set this as a homework project and ask students to present their findings to their classmates in the next lesson. You may wish to set this as a spoken presentation, with accompanying photos or PowerPoints, or as a poster project.
**Activity 1: Stonehenge, The United Kingdom**

This ancient circle of tall stones is world famous because it is the only one of its kind on earth. Pairs of giant stones are topped with lintels (a large stone lying across them). The stones were brought a long way to the site, long before motor transport and heavy machinery.

Let’s find out more about the mystery of how Stonehenge was built and why.

Go to [www.britannia.com/history/h7.html](http://www.britannia.com/history/h7.html) and choose the correct answers.

1. What tools were used to dig the first Stonehenge?
   - [ ] iron tools
   - [ ] stone tools
   - [ ] bone tools
   - [ ] bronze tools

2. How much did the Blue stones weigh?
   - [ ] 2 tons
   - [ ] 12 tons
   - [ ] 14 tons
   - [ ] 4 tons

3. How did they bring the Blue stones from Wales? (two are correct)
   - [ ] by sea and river
   - [ ] by horse and cart
   - [ ] by dragging
   - [ ] by road

4. How much do the stones in the Outer Ring each weigh?
   - [ ] 5 tons
   - [ ] 50 tons
   - [ ] 15 tons
   - [ ] 25 tons

5. How far away did the outer stones come from?
   - [ ] 100 miles
   - [ ] 20 miles
   - [ ] 30 miles
   - [ ] 50 miles

6. How many men were needed to pull the stones up Redhorn Hill?
   - [ ] 100
   - [ ] 60
   - [ ] 160
   - [ ] 600

7. Who built Stonehenge? (two are correct)
   - [ ] Druids
   - [ ] Late Neolithic people
   - [ ] King Arthur
   - [ ] Beaker people
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Now go to: http://news.nationalgeographic.com/news/2008/05/080529-stonehenge-cemetery.html and find out what Stonehenge was constructed for.

VOCABULARY FOCUS

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>cemetery</td>
<td>a place for burying the dead</td>
</tr>
<tr>
<td>tombstone</td>
<td>a large stone with someone’s name, birth date and death date that marks where they are buried</td>
</tr>
<tr>
<td>human remains</td>
<td>the body of a dead person</td>
</tr>
<tr>
<td>cremate</td>
<td>to burn the body of a dead person</td>
</tr>
<tr>
<td>monument</td>
<td>a structure that celebrates an important person or event</td>
</tr>
</tbody>
</table>

8. What was the purpose of Stonehenge?
   - to worship the sun
   - a place to bury the dead
   - a calendar to mark the days of the year
   - a Druid religious place

9. When were people first buried there?
   - 500 BC
   - 3000 BC
   - 2600 BC
   - 5000 BC

10. How many people are buried there?
    - 3
    - 50
    - 56
    - 240

11. What kind of people were buried there?
    - Just children
    - Just women
    - Rulers/chiefs
    - Ordinary people

12. What happened to ordinary people when they died? (two are correct)
    - burnt in a ceremony
    - thrown into rivers
    - buried in wooden circles
    - left in the wild

Activity 2: The Pyramids at Giza

Visit www.youtube.com/watch?v=NDXID3BvLxM. Watch the video (National Geographic’s Ancient Wonders: Pyramids’) to find out the answers to the following questions.

1. Which city are the pyramids near?

2. Why were the pyramids built?

3. What two things were the pyramids used for?

4. How high is the Great Pyramid of Khufu?
5. When was the reign of Pharoah Khufu?
___________________________________________________________________________________________

6. How many stone blocks were used to construct it?
___________________________________________________________________________________________

7. What does the Sphinx guard?
___________________________________________________________________________________________

8. What is the Sphinx made of?
___________________________________________________________________________________________

9. Who digs at the site today, and why?
___________________________________________________________________________________________

10. How many people can go inside the Great Pyramid?
___________________________________________________________________________________________

11. What modes of transport will take you to the site?
___________________________________________________________________________________________

12. When are you advised to visit the pyramids?
___________________________________________________________________________________________

Activity 3: The Sphinx

Go to www.guardians.net/egypt/sphinx. Read the page and decide whether the sentences are True (T) or False (F). Circle T or F, and correct the wrong sentences.

1. The Sphinx has the body of a cat and the head of a king or god.  T/F

2. The desert sand has covered the Sphinx several times.  T/F

3. The head is half the length of the paws.  T/F

4. The Sphinx is in line with the Pyramid of Khafre.  T/F

5. The nose of the Sphinx was shot off by Napoleon’s men.  T/F

6. The head of the Sphinx used to be brightly coloured.  T/F

7. Some people think the Sphinx looks like Khafre’s older brother, Djedefre.  T/F

8. The Egyptians have restored only the left paw.  T/F

9. The Sphinx doesn’t have a tail.  T/F

10. There is a story carved in stone below the head of the Sphinx.  T/F
Activity 4: The Great Wall of China

What do you know about this famous ancient monument? Discuss it with a partner. Try to come up with two or three facts.

Now let’s find out more about the Great Wall! Go to www.activityvillage.co.uk/the-great-wall-of-china and use the web page to find the correct answers.

1. How long is it?
   - 2,000 km
   - 5,000 km
   - 6,000 km
   - 10,000 km

2. When was it started?
   - 1,000 years ago
   - 2,000 years ago
   - 2,500 years ago
   - 3,000 years ago

3. When was the current wall built?
   - In the Shang dynasty
   - In the Xia dynasty
   - In the Zhou dynasty
   - In the Ming dynasty

4. Why was the Great Wall built?
   - to stop people from leaving China
   - to keep traders out
   - to keep northern invaders like the Mongols out
   - to stop fighting in Northern China

5. Who ordered the Great Wall to be built?
   - The Mongols
   - Emperor Qin
   - Emperor Xia
   - Emperor Shang

6. What was it first made from? (two are correct)
   - brick
   - earth
   - stone
   - wood

7. What was the later wall made of?
   - brick
   - earth
   - stone
   - wood

8. How long did it take to make the later wall?
   - 100 years
   - 50 years
   - 200 years
   - 250 years

9. When was it finished?
   - 1384
   - 1368
   - 1466
   - 1644

10. How many people worked on building it in total?
    - 300,000
    - 500,000
    - 800,000
    - 1 million

11. Which of these statements is true? (two are correct)
    - The Wall can be seen from the moon
    - The Wall can be seen from space
    - The Wall can’t be seen from the moon
    - The Wall can’t be seen from space
Activity 5: Angkor Wat

Work in pairs to find out more about the amazing temple Angkor Wat.

Student A:
Visit www.roch.edu/course/doors2cambodia/cambodia_angkor.html and answer the questions. Once you are finished, ask your partner questions 10–19 and write down the answers.

1. What does the name ‘Angkor Wat’ mean?

2. Where is Angkor Wat?

3. Why is Angkor Wat special?

4. What area does it cover?

5. How many temples does it have?

6. Are they all Hindu temples?

7. How big was it in the past?

8. How many people lived there?
9. When was Angkor Wat built?
___________________________________________________________________________________________
___________________________________________________________________________________________

10. Where does a picture of Angkor Wat appear?
___________________________________________________________________________________________
___________________________________________________________________________________________

Student B:
Visit www.sacred-destinations.com/cambodia/angkor-wat.htm and answer the questions. Once you are finished, ask your partner questions 1–10 and write down the answers.

11. Which empire was the city of Angkor the capital of?
___________________________________________________________________________________________
___________________________________________________________________________________________

12. Who built Angkor Wat?
___________________________________________________________________________________________
___________________________________________________________________________________________

13. What was it for?
___________________________________________________________________________________________
___________________________________________________________________________________________

14. The temple symbolizes the home of the gods. What do Hindus call the home of the gods?
___________________________________________________________________________________________
___________________________________________________________________________________________

15. What is the name for the channel of water that surrounds the temple?
___________________________________________________________________________________________
___________________________________________________________________________________________

16. What were the reasons for the waterways in the temple?
___________________________________________________________________________________________
___________________________________________________________________________________________

17. How many central shrines are there?
___________________________________________________________________________________________
_________________________________________________________________________________________
18. What is the temple made of?
___________________________________________________________________________________________
___________________________________________________________________________________________

19. All the flat surfaces are decorated with carvings. What three things are mainly shown?
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

**Activity 6: Teotihuacan**

Now you will explore a wonder in Central America – Teotihuacan, which has pyramids as large as the pyramids at Giza. Go to [http://u-in-u.com/art-destinations/mexico/tour/teotihuacan](http://u-in-u.com/art-destinations/mexico/tour/teotihuacan) and complete the chart.

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Activity 7: Research project

Which of the ancient monuments you’ve learned about is your favourite? Choose the one that interests you most. You are going to do a project to find out more about the people who built the monument.

Think about:

» how they lived
» what they believed
» what they wore
» what they ate
» what kind of artworks they made
» and anything else that interests you!

Use the websites you’ve already visited, or search for more. Take notes and prepare to present your findings to your classmates. You could display photos, or put up posters for other students to see.