

## **Proposal for a Project Day/ Topic Day (Workshop): The 7 Wonders of the World**

### **The ancient wonders and the election of the new wonders**

#### **1. Carrying out a project day**

##### **1.1. What is a project day?**

The project day is the result of a one to two week project task concerning a special topic. On the project day, all results are presented. By meanings of the project lesson, the students will learn to understand complex life and working situations and to realize and interpret them. The project lesson belongs to the most action-oriented teaching methods which demand a great measure of independence from the students.

##### **1.2. How is a project lesson characterized?**

- Covering life situations and reality
- Covering the interests of all participants
- Self organisation and responsibility
- Social studies
- Cross over
- Developing practical results

##### **1.3. Project planning**

Preparation phase (setting dates, selection of topics by teachers, overall setting of topics, finding related topics, integrating subjects, setting time limits, setting the way of presentation, examining organisational questions).

Main phase: (method of the individual project phases:

Group work, individual work, working in the class, giving out tasks)

During the main phase, fixed points should be set in regular intervals.

Participants should sit together and report their work to date and their plans for the next stage.

Final phase: Going through the whole presentation with all participants.

#### **2. Proposal for a project about the topic: The 7 Wonders of the World – the ancient wonders and the election of the new wonders.**

##### **2.1. Preparation**

- Subject: The 7 wonders – the ancient wonders and the election of the new wonders
- Students develop related topics by brainstorming

##### **Possible topics:**

- The old 7 wonders
- The new 7 wonders
- Democracy / Elections

## 2.2. Performance of the “Seven old World Wonders” as an example ([www.new7wonders.com](http://www.new7wonders.com))

### Subjects:

- What are the old 7 World Wonders (the Egyptian Pyramids, the Hanging Gardens of Semiramis, the Temple of Artemis in Ephesus. The Statue of Zeus in Olympia, the Mausoleum in Halicarnassus, Colossus of Rhodes, Light House of Pharos near Alexandria)
- Who had determined the 7 World Wonders. Which functions had they fulfilled. Why do they belong to the World Wonders? (Philon of Byzantium, guide of the Antique, the World Wonders impressed by their size, their phantasy and so on).
- Where are the World Wonders situated? (Searching the map, pointing out the limited radius, they are all in the Mediterranean.
- Do they still exist? Relicts? (only the Pyramids)

### Related subjects:

- Science and architecture
- Dynasties and Society about the time of the individual site (kinds of dynasties, social components, population, economy, trade and so on).
- Life and everyday activities and challenges, the country and people—about the individual sites (Currency, food and drink, fashion, transportation, writing, religion and so on

### Presentation of the example: The 7 Ancient Wonders of the World

**Methods:** The choice of topics can optionally be extended:

- Drawing of the individual wonders or handcrafting (subject: art or handcraft)
- Newspaper editing (subject: mother tongue), i.e. editing a newspaper from Alexandria in 200 B.C., exhibition about “Egypt”
- Writing and conducting a play, i.e. a day in the life of a Pharaoh (subject: language (i.e. English in an English-speaking country, or theatre)
- “Restaurant” of the time, main foods of the time (subject: economics and history)
- Developing graphics (subject: economics and history)
- Creating posters i.e. on the social hierarchy (subject: art and history)
- Fashion show—Clothes show the social hierarchy (subject: history, crafts)
- Workshop “writing”: students put their names into hieroglyphs (subject: history)
- Workshop: Professions of the time: students copy certain professions (subject: economics, history)

## Project

### Editing of a Newspaper in Alexandria in 200 B.C.

#### Topics and work groups:

##### 1. Headlines and leading article

Topic: The discovery of an automatic door opener on temple doors

Material: Work paper 2

Task: Write a headline – that should animate sales – and reveal a “scandal”

##### 2. Science

Topic: Scientific work at the museum of Alexandria

Material: Work papers 1.3, history book

Task: Observe the scientific discoveries concerning the time

Kind of writing: Interview, report or commentary

##### 3. Technology, engineering

Topic: Technical achievements of Hellenism

Material: Work paper 4 (Screw of Archimedes, the giant ship of Hieron of Syracuse, the first steam engine).

Task: Write a sensational report about the giant ship of Hieron and think about the meaning of the present for foreign policy.

Write a sensational report about the first steam engine and an advertisement for the screw of Archimedes. Think about the practical use of these technical achievements

Kind of writing: Report, advertisement

##### 4. Lighthouse

Material: Work papers 1.5, history book

Task: Think about the practical uses of the lighthouse.

Kind of writing: Interview

##### 5. Economics

Topic: The economical importance of Alexandria

Material: Memory and judgement, history book

Task: Have all the economical aims been achieved, that were considered by the founding of Alexandria?

Kind of writing: Report

##### 6. Philosophy (voluntary)

Task: Have stoic ideals been realised in Alexandria

Material: Work paper 6

Kind of writing: Letter

##### 7. Art and culture

Task: Get an overall view of the cultural life of Alexandria, compare Old-Egyptian art with Ptolemaic art

Material: Work paper 1, DuMont travel guide Egypt

### **Working on an presentation on Egypt**

Using nine groups:

1. Group: Pharaohs, Gods, Priests, Royalty (4 students)
2. Group: Cities, Houses, Craftsman, Art, Labourers (3 students)
3. Group: Pyramids, Mummies, Coffins, Burials, Priests (4 students)
4. Group: Workers, Slaves, Farming, Food, Drink (2 students)
5. Group: Clothing, Beauty care (2 students)
6. Group: Papyrus, Writing (2 students)
7. Group: Science, Technique, Music, Dance (2 students)
8. Group: Hunting, Sports, Games, Children (2 students)
9. Group: Warriors, Weapons, Boats, Ships, Conquerors (2 students)

The exhibition should feature crafts (i.e. Pyramids), drawings (i.e. mummies), wall diagrams (i.e. historical writings), food and drink, (i.e. cookies from Egypt) and so on. We will work on that for two weeks, than each group, as a specialist, will present its results to the other participants.

In case of great success of the project, lead other classes through Egypt.

### **2.3. Performance of the related subject: The new 7 world wonders** ([www.new7wonders.com](http://www.new7wonders.com))

Topics:

- What is a wonder of the world? (world cultural inheritance, UNESCO, selection, criteria, architecture, religious, political and so on)
- Look at list of different sites
- Select 7 sites and one wonder and work on in that particular country
- Determine the function of the wonder/s, you selected
- History of the particular country / countries
- Economy / culture of the country /countries
- Society, government
- Current problems
- Life at the time of construction compared with today

Presentation: as for 2.2

- Developing models
- Conducting travel guides
- Conducting newspapers and articles concerning each individual construction site and significance
- Slides (population growth, social hierarchy)
- Maps showing the position of the individual construction site
- Sketches and plays concerning the wonders of the world (i.e. how could it happen that an Emperor builds a huge monument for his wife – India)
- Presenting key foods
- Video production (i.e. social problems in each country)

#### **2.4. Performance example democracy / elections**

Topics:

- Roots of democracy (Greece: Show the Greek world – settlements of early Greece, explain Hellenistic culture, explain the term polis, Athens on its way to democracy: leading the aristocracy out of power and founding the bases of the democracy of Athens using the example of Cleisthenes, expansion of the power of the people.
- One for all and all for one: Right for voting depending on ones service in the military, the end of democracy caused by pressure of the Macedonian predominance, 322 B.C.)
- History of democracy (Europe from ancient times to modern times: it should be shown that democracy had not had a straight forward development but was interrupted by other forms of power, i.e. Rome: under Emperor Augustus: the change from a republic to a monarchy, power and society in the middle ages: kings, feudalism, clergy, the European emperors, cities in the middle ages, absolutism, the French revolution of 1789, colonialism)
- Third world countries
- Forms of democracy (representative democracy, direct democracy, individual advantages should be worked on, conditions should be found under which each form seems useful, show problems of representative democracy: uncertainty of the voters toward politicians, politicians face political tiredness from the voters, can the voters be informed of everything as in a direct democracy?)
- Pre-colonial forms of power (i.e. Africa)
- Elections (different systems of elections, i.e. the parliamentary system in Germany, the presidential system in the USA, France as a mixture, the parliamentary monarchy in England, manipulated elections in pretence democracies)
- Relation of justice and democracy (death penalty, competence of the people, what is justice? is democracy always just?)
- Relation internet / elections/ democracy (does everyone have access to the internet, could this kind of voting be democratic?)

**Presentation:**

- Voting (i.e. the new wonders of the world)
- Theatre play: Greece: From a monarchy to a democracy (students should play this by using chosen resources)
- Writing a wall diagram, showing the different electoral systems
- Research concerning the access to the internet in different countries
- Round of discussion: justice / democracy
- Research of the different political systems in the world: which countries have a democracy. Asking for the character of the political systems: which countries are free, which countries are partially free, which are not free (i.e. Freedom House Index?)
- Showing the political system and tradition of ones own country using a wall diagram.