

World Wonders Project

Primary Guide

Elementary teachers' guide to the Google World Wonders Project



Introduction

Pompei

Paris

Liverpool

Ogasawara

Jurassic Coast

Hiroshima

Many more

The Google World Wonders Project is a platform that brings world heritage sites of the modern and ancient world online. Using Street View, 3D modeling and other Google technologies, we have made these amazing sites accessible to everyone across the globe. With videos, photos and in-depth information, you can now explore the world wonders from your armchair just as if you were there.

google.com/worldwonders

Introduction

In 1972, the UNESCO World Heritage Convention linked together the concepts of nature conservation and the preservation of cultural properties, and recognized the importance of preserving outstanding natural phenomena or areas of cultural significance.

The World Heritage Convention defines the type of natural or cultural sites that can be included in the World Heritage List. The Google World Wonders site provides excellent source material for pupils carrying out research on specific countries or Heritage Sites, as well as stimulating themes that are linked in some way to these sites.



This guide provides teachers with suggestions and ideas for using the Google World Wonders Project in their classes. This is not an exhaustive list but should provide teachers with ideas for the variety of possible uses for the resources.

google.com/worldwonders

Tell me more

Curriculum fit:

Geography, Music, Science

Ask the pupils to explore the Google World Wonders Project by going to google.com/worldwonders

They can search by theme, location, spinning the globe or by picking a location from the carousel. From there they can explore in depth by looking at videos, pictures and more information about the location.

Ask pupils to select one of the Heritage Sites that interest them and carry out the following activities.

Follow this link for more information on the World Heritage Center:

<http://whc.unesco.org/>

Where in the world is it?

- Locate the Heritage Site on a map of the host country.
- Locate the country on a map of the world.
- How far away is it from where they live?
- How would they get there if they wanted to visit the site?

Find out more about the host country of their chosen site

- What language or languages are spoken in the host country?
- What currency is used?
- What is the population?
- What's the climate like and how do people cope with it?
- What kind of industries are there? Find out about some ways in which people make a living.

Focus on the region surrounding the Heritage Site

- If possible, find a piece of music that is typical of the area around the site and/or might have been heard at the time the site was first built or used. Ask pupils to comment on how it's similar and different to their favorite songs or compositions.
- Find examples of some favorite foods eaten by people of that region. Has the food in the region changed over time, from when the site was first built or used? Pupils could find a recipe, make the dish and try it out.
- What famous people came from that region? Ask pupils to find out about them and the reasons for their fame.
- Find examples of some creatures, flowers and trees from that region. Ask pupils to consider how they are adapted to their environment.

The pupils can bring their research together into a fact file and illustrate their work with images from the Google World Wonders Project and Google Images. Map work can be enhanced with Google Maps.

google.com/worldwonders

The grand tour

Curriculum fit:

Literacy, History, Geography, Mathematics

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Ask pupils to

- Choose a place they would like to visit. They can explore it through the Street View, images, models, interviews and documents. They may like to work with a partner.
- More able pupils can research how they might travel and plot the route from home, possibly investigating modes of transport and calculating costs.
- Ask pupils to comment on what they have found the most interesting feature about the site. Did they find out anything that surprised them?
- Pupils can imagine they are a tour guide and a party of visitors is expected. What do they think will be the highlight of the tour for the visitors and why? How do they think the tourists will feel when they visit?
- What kind of questions do they think the visitors might ask during the tour? Ask pupils to compile a set of ten frequently asked questions (FAQs).

For example:

1. When did it first open?
2. How many people work here?
3. What's your favorite exhibit?

- Pupils could then select a few of their FAQs and go back to the site to find the answers.

Marketing the tour

- Develop the idea of hosting a tour by asking pupils to stay in role as a tour guide who wants to give the best possible experience to the visitors. Who do they think is most likely to want to visit the site? What will they be interested in?
- Can they learn a few words of greeting in the language of the host country?
- Challenge them to design a flier or a poster that advertises their selected Heritage Site.
- Ask them to design a range of souvenirs. This could include postcards, pens, mugs and so on. Which images and information would they include from the Google World Wonders Project?

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The grand tour cont.

- You could introduce the concept of sustainable tourism. Discuss ways that tourists can help to preserve the areas they visit (e.g. by taking litter away with them; by supporting the local economy, etc).

Information at your fingertips

Curriculum fit: Literacy

- Every good tour guide is a mine of information: to help pupils get to grips with tricky words and new concepts, ask them to make a note of any words of which they are unsure.
- They should partner up to find the meanings and then work together to compile an illustrated glossary for a Google World Wonders Project tour guide.

History detective

Curriculum fit: History, Thinking Skills

- In this activity, the pupils examine a set of pictures and think about the visual clues that might help them to place the sites in chronological order, starting with the oldest.
- The pupils can check their thinking by referring back to the Google World Wonders Project.

- You could use the following sets of pictures or select those that are of particular interest to your class.
 - Stonehenge
 - Hiroshima Peace Memorial
 - Historic District of Quebec City
- For more able pupils, add additional sites, e.g.:
 - Cologne Cathedral
 - 18th Century Royal Palace at Caserta

[google.com/worldwonders](https://www.google.com/worldwonders)

Steps, arches and domes

Curriculum fit:

History, Design and Technology

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Ask pupils to

- Go on a virtual architectural treasure hunt in preparation for a Design and Technology project.
- Ask pupils to collect images of the following features:
 - Dome
 - Arch – round, pointed
 - Steps – exterior and interior, spiral
 - Doorway
 - Window
 - Spire
 - Pillars
 - Bridge
- Set pupils the challenge of making a model that includes one of the architectural features. They could experiment with paper and straws first to make strong shapes. They could, for example, investigate the relative strength of paper if it is unfolded, curled into a cylinder, folded as a concertina or curved into an arch. Can they compare the relative strength of straws formed into a triangle or a square?
- Ask them to use simple materials, e.g. paper, straws and sticking tape, to make a model bridge or dome that includes the strong triangular shape.
- More able pupils who make a bridge or arch can devise a fair test to evaluate its strength by adding weights.

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The World Wonders board game

Curriculum fit:

Geography, History,
Design and Technology

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Get pupils to

- Design a game that requires the players to travel around a map of the world showing some or all of the Heritage Sites. Pupils can make up their own rules and design the board and playing pieces.
- They should decide who the game is for. It could be for pupils of a similar age or a family group. The game should be fun to play, and should also enable players to learn a little more about the Heritage Sites. For example, players could be asked multiple-choice questions about the different sites when they land on the Heritage Site. All the answers could be found by visiting the Google World Wonders Project. If the player answers correctly, they could collect a counter or earn a bonus point. Alternatively, the players could do a mime relating to the site, or give a mini tour of one of the key features. Encourage pupils to try out a few options before deciding on the final rules.

Guide the design work by prompting pupils with the following questions.

- How many players can play at one time?
- How will players move around the board?
- How will a player know when they have won?
- Try out the game in the draft stage; you may want to make some changes before designing the final version. For example, you might find that the playing pieces are too big or too small, or the game takes too long to play, or the questions are too easy. It's easiest to make changes in the early stages.
- Think of a memorable name for your game.

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Board game cont.

More able pupils can think about the following questions.

- How important is 'chance' and 'risk'? Do these factors make a game more enjoyable to play?
- How important is success in keeping players interested? For example, if the rules or questions are too hard (or too easy), will the players get frustrated or bored?
- How important is the look of the game in attracting players? Are they more likely to want to play on a board that looks colorful and fun, or will they be just as keen if the board is plain and simple?

Evaluation

Pupils could invite others to play their game and then answer simple evaluation questions, for example:

- What did you enjoy about playing the game?
- Were the rules easy to follow?
- Did you learn anything new about the Heritage Sites?
- How could the game be improved?