# World Wonders Project

## Secondary Guide

Secondary teachers' guide to the Google World Wonders Project

Google

# 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

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# 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. There are more in-depth lesson plans available for Geography and History, which can be found within the Educational resources section of the Google World Wonders Project, covering the following locations.

## Geography
• Ogasawara islands – Ecotourism
• Paris, Banks of the Seine – human geography, tourism
• Dorset and East Devon Coast – Jurassic Coast

## History
• Pompei, Herculaneum and Torre Annunziata – how the Romans lived
• Hiroshima Peace Memorial – Second World War, beginning of the atomic era
• Liverpool Maritime Mercantile City – industrial revolution/international slave trade
• Versailles – architecture and history of the Palace of Versailles, absolute monarchism
• Florence – Italian Renaissance
• Independence Hall – US declaration of independence

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# On the Heritage trail

**This activity will help the students to understand:**

• What is meant by the term 'heritage' and the role of UNESCO

• The range of heritage sites across the world

• The criteria that are applied to sites seeking World Heritage status.

Follow this link for more information on the World Heritage Center: http://whc.unesco.org/

Introduce the fact that the United Nations Educational, Scientific and Cultural Organization (UNESCO) aims to encourage the identification, protection and preservation of cultural and natural heritage around the world. World Heritage is the name for places on Earth that are of outstanding universal value to humanity and have been included on the World Heritage List to be protected for future generations to appreciate and enjoy. Countries are encouraged to sign the World Heritage Convention, to nominate sites for inclusion in the list and to maintain those sites. Ask students to suggest the kinds of places they would expect to be included.

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 locations.

**They should focus on three specific Heritage Sites that match the following criteria:**

• Each site must be located in a different country.

• The three sites must be significantly different, e.g. historic town center, area of outstanding natural beauty, religious building, industrial landscape, archaeological remains, historic monuments, etc.

• The students should then summarize how each site is an outstanding example of a type of building, architectural or technological ensemble or landscape.

• More able students can read the selection criteria by following this link: http://whc.unesco.org/en/146, and comment on how their selected sites meet the criteria.

• Discussion: do the students agree that it is important to preserve these special sites for future generations? How would the world be a poorer place if these sites were lost?

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# See the World Wonders

**Curriculum fit:**

Enterprise, Literacy, History, Geography and courses linked to Travel and Tourism

This activity can be completed by students working on their own, or developed into an enterprise activity, with the students working in teams to form a travel company that promotes tours of World Heritage Sites.

**Challenge:**

Design and promote the dream World Wonders tour for a specific client group.



**Jurassic Coast**
Photo: cavinguk.co.uk

## Form a working team

You may want the students to take on specific roles, for example:

- Marketing director to design all promotional material, e.g. fliers and posters
- Webmaster to design a home page for the travel company
- Tour planner(s) to draw up plans of the tour on offer, including a detailed schedule of specific sites, routes and transport options
- Finance officer to estimate costs of visits, travel and accommodation, and decide on a final tour cost (including a profit for the travel company).

## Establish the identity of the travel company

Teams can decide on a name and logo for their company. This activity could be developed to include a company mission statement, referring to the type of clients they aim to serve, e.g. families, students, retired people. Teams could also decide together on the appropriate profit margin they want to achieve.

## Explore the site to see what's on offer

- Allow time for the teams to research the Google World Wonders Project 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 locations.
- The aim is for the students to be aware of the range of locations available. You may want to draw up guidelines, for example:
  - Visit at least one site from every country
  - Visit a broad cross-section of sites, e.g. urban, rural, sites with religious significance
  - Visit sites that reflect particular periods from history, e.g. the eras of Ancient Rome, the Ottoman Empire, the Ming Dynasty or the Second World War.

google.com/worldwonders

**Design a tour**

• Challenge the teams to design a 14-night tour for one of the
following groups:

- families with children between the ages of 7 and 16

- students with an interest in history and/or art

- retired travellers.

• Encourage the teams to draw up a 'long list' of sites they think might appeal
to their target client group and to briefly give reasons for their selection.

• The teams should now have a working knowledge of the Google World
Wonders Project, and have agreed upon what should appeal to their client
group. Next they should divide the tasks amongst themselves as they
work towards producing a World Wonders tour package. Give them the
following instructions.

**Marketing director**

• What type of promotional material will appeal to the target client group,
e.g. fliers, posters, websites, radio or TV advertisements, email campaigns etc.?

• How and where will they market their tour, e.g. travel articles in specialist
journals, internet, travel agents, phone apps?

• Research the approaches used by established travel companies, before
designing all the promotional material for their own tour.

• They should try to work within a marketing budget and show an estimate
of all costs.

**Webmaster**

• Design a user-friendly home page for the company, which creates an
impact and promotes their tour.

• Include appropriate images and text copy aimed at your client group
(they could use images from the Google World Wonders Project
google.com/worldwonders).

• They could design a site map and describe functionality.

google.com/worldwonders

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**Tour planner**

• Design a tour for a specific length of time, based on the research and opinions of all their team, which provides the best experience for the client group.
• Include schedules and travel options.

**Finance officer**

• Use the internet to research costs of visitor attractions, travel and accommodation.
• Provide cost estimates based on two people sharing a room.
• Calculate overall costs to obtain a profit for your company.
• Consider the cost of providing insurance.

**Outcome**

Each team can present their findings in a portfolio or, alternatively, deliver a live presentation to their classmates, including navigation of the Google World Wonders Project.

**Going further – the gap year experience**

• Challenge the students to design a gap year travel program, which visits UNESCO Heritage Sites around the world. The tour could be one that they themselves would enjoy, or for a student with a particular interest, e.g. archaeology, outdoor activities, history of art, world religions, etc.
• Students could also include suggestions for opportunities to do volunteering or to find paid work, and investigate modes of transport and accommodation. They could also calculate how much money they would need to be away from home for one year.

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# In the picture



**Versailles Palace**
Photo: Shutterstock

**Curriculum fit: Literacy**

• Ask the students to select a striking image from the Google World Wonders Project 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 locations.

• They should write a descriptive paragraph, setting the scene for a potential visitor to the site. The paragraph would be placed on the home page of a website that is promoting the Heritage Site to a target audience of young people of a similar age to themselves. They could discuss how writing for the web might differ from other forms of writing.

• Discussion: why has this location been made a Cultural Heritage Site? What makes it historically important to that country?

**A dramatic experience**

This writing activity should use a strong image from the Google World Wonders Project. Ask the students to use the setting depicted in their selected image as an inspiration for writing in a particular genre. For example:

• A historical story set at the time when the buildings were being constructed or, in the case of a landscape, when the region was relatively uninhabited. How could the experiences and characters from the past feature in the plot? Ask students to put themselves in the place of the people who lived there: how were lives different from theirs today?

• A short mystery story, possibly involving an artifact appropriate to the location.

• A play or film script centering on an adventure within that setting.

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