WHAT UNSOLVED MYSTERIES LIE BENEATH STONEHENGE?

Glenda Sullivan, OKAGE TC Lawton,
Oklahoma
geobelle@att.net

Grade Level: 7th

Purpose/Overview:
Students will learn that more than fifteen previously unknown monuments: henges, barrows (burial mounds), ditches, and pits have recently been discovered buried beneath the ground in the area around Stonehenge.

National Geography Standards from *Geography for Life* Geographic Elements & Standards:
The World in Spatial Terms –
1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective
Places and Regions –
4. The physical and human characteristics of places
The Uses of Geography –
14. How to apply geography to interpret the past

Oklahoma Academic Standards for the Social Studies:
Grade 7/World Geography: Eastern Hemisphere

OAS 2012	OAS 2019
Process and Literacy Skills Standard 1 The student will develop and demonstrate Common Core Social Studies reading literacy skills.	**Read Critically and Interpret Informational Sources:** Students will engage in critical, active reading of grade-level appropriate primary and secondary sources related to key social studies concepts, including frequent analysis and interpretation of informational sources.
7.1.C.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	**4.A.6-8.2** Integrate the use of visual information (e.g. maps, charts, photographs, videos, political cartoons) with textual information from primary and secondary sources.
Process and Literacy Skills Standard 2 The student will develop and demonstrate Common Core Social Studies writing literacy skills.	**Engage in Evidence-Based Writing** Students will apply effective communication skills by developing a variety of evidence-based written products designed for multiple

	purposes and tasks, in order to demonstrate their understandings of social studies concepts, ideas, and content.
B.9 Draw evidence from informational texts to support analysis reflection, and research.	**5.A.6-8.2** Compose informative essays and other written products about social studies topics, incorporating evidence (e.g., facts, examples, details) from multiple sources, maintaining an organized, formal structure.
Content Standard 1 The student will analyze data from a geographic perspective using the skills and tools of geography.	**7.1** The student will analyze data from a geographic perspective using the skills and tools of geography.
1.1 Cite specific geographic information to support analysis from primary and secondary sources located in texts, documents, newspapers, magazines, journals, political cartoons, and online news sources.	**7.1.1** Integrate specific geographic information to support analysis from primary and secondary sources located in texts, documents, newspapers, magazines, journals, political cartoons, and online news sources.
1.2 Integrate visual information, draw conclusions, and make predictions from geographic data and analyze spatial distribution and patterns by interpreting that data as displayed on globes, graphs, charts, satellite and other forms of visual imagery including data from bar and line graphs, pie charts, thematic maps, population pyramids, climographs, cartograms, contour/relief maps, GIS systems and diagrams.	**7.1.5** Integrate visual information, draw conclusions and make predictions from geographic data and analyze spatial distribution and patterns by interpreting that data as displayed on geographic tools.
1.3 Apply the concepts of scale, distance, direction, relative location, absolute location, and latitude and longitude.	**7.1.2** Apply the concepts of scale, distance, direction, relative location, absolute location, and latitude and longitude.
Content Standard 2 The student will examine the human and physical characteristics of the major regions of the Eastern hemisphere.	**7.5** The student will compare common physical and human characteristics of regions which create identity or uniqueness and influence people's perceptions of the Eastern Hemisphere.
2.1 Integrate visual information in order to describe specific political regions of the Eastern Hemisphere, and identify on a	**7.3.1** Identify on a political map the major countries and population centers of each region.

political map the major urban areas and countries.	
2.2 Integrate visual information in order to describe the characteristics and relative location of physical and cultural regions of the Eastern Hemisphere.	**7.1.3** Explain the relationship between the continents, world oceans and major cultural regions.

Geographic Themes: Location, place, human environment interaction, movement and region

Objective:

1. Students will discover that Stonehenge is located on Salisbury Plain in England and is nearly 5,000 years old.
2. Students will learn that recent research has revealed that there are more than fifteen previously unknown monuments: henges, barrows or burial mounds, ditches, and pits beneath the area around Stonehenge.
3. Students will realize that people today question whether Stonehenge may have been a temple, a graveyard, a healing ground, or a parliament, but no one really knows for certain what it was.

Materials:

PowerPoint "*What Unsolved Mysteries Lie Beneath Stonehenge?*"
Laptop computer and LCD Projector (or equivalent)
Internet
The Nystrom Desk Atlas or comparable atlas for each student
Paper and pencil to write paragraph on primary function of Stonehenge

Time Frame: 1 class period

Procedures:

1. Show the PowerPoint "*What Unsolved Mysteries Lie Beneath Stonehenge?*"

2. PowerPoint slide #2 depicts Stonehenge sitting on Salisbury Plain, which is located 85 miles west of London. While viewing this slide, ask students to use an atlas to determine the latitude/longitude of London. (52ºN, 0º)
3. After discussing the two possible routes for moving the bluestones from North Wales to Stonehenge, using the map on slide #4, have students find the latitude/longitude for Land's End. (50ºN,6Wº)

4. After viewing the PowerPoint, ask students to write a short paragraph explaining what they think Stonehenge's primary function was. Students should give reasons for their choice.

Assessment:

Written paragraph on the possible primary function of Stonehenge

Resources: Print

Smithsonian Magazine, "What Lies Beneath" by Ed Caesar, pages 30-41, September, 2014.

The Nystrom Desk Atlas or comparable atlas

Internet

What Lies Beneath Stonehenge?
http://www.smithsonianmag.com/history/what-lies-beneath-Stonehenge-180952437/?no-ist

What Lies Beneath Stonehenge: Unearthing Major Secrets
http://www.natureworldnews.com/articles/8958/20140910/what-lies-beneath-stonehengeunearthing-major-secrets.htm

5 Strange Theories About Stonehenge – Live Science
http://www.livescience.com/27832-strange-theories-about-stonehenge.html

Legends About the Stonehenge
http://www.math.nus.edu.sg/aslaksen/gem-projects/hm/0102-1-stonehenge/legends.htm

The Lithology of Stonehenge: an explanation of "sarsen stones"
http://www.sarsen.org/2011_08_01_archive.html

Bluestones theories: where they came from, how they got to Stonehenge
http://www.sarsen.org/2011/12/bluestones-theory-is-now-frozen-out.html
http://www.sarsen.org/2013/12/carrying-bluestones-to-stonehenge.html

Extension and Enrichment:

The last PowerPoint slide tells the "Legend of the Dancing Giants". Allow students to read this legend and discuss what makes a good legend. Working in small groups and using the Internet, have students research to find other legends about Stonehenge. Ask each group to read their legend to the class. Students could write their own legend about Stonehenge. (See **Resources**)

Connections: Reading, Writing, History

Notes to Accompany PowerPoint Slides:

Slide # 10 – A **henge** is the term given to a large prehistoric earthwork, usually but not always circular, whether of stones, wood, or earth. A **barrow** is another name for a burial mound.