

PLAY IN CLASS AT

# 7 WONDERS<sup>TM</sup> ARCHITECTS

*This packet was designed by Frédéric Cogghe (Ludismart) in conjunction with Repos Production*



ANTOINE BAUZA



HEBINGER

# TABLE OF CONTENTS

Forward.....	3
Getting started .....	4
Educational opportunities .....	5
Worksheets.....	4
1) <i>What a Wonder!</i> .....	9
2) <i>3D Architect</i> .....	13
3) <i>First Look</i> .....	15
4) <i>No Good or Bad Situation</i> .....	18
5) <i>Fine Tooth Comb</i> .....	21
6) <i>On a Scale from 1 to Antiquity</i> .....	23
7) <i>The Game of 7 Wonders</i> .....	26





# FORWARD

*7 Wonders* is **THE** most-awarded game in the world! With nearly 2 million copies sold and over 30 international awards, *7 Wonders* is an essential classic in modern board gaming. Designed by Antoine Bauza and published in 2010, the game quickly won a dozen international awards (International Gamers Awards, Spiel des Jahres, As d'Or, Golden Geek, Deutscher SpielePreis, Gouden Ludo, Swiss Gamers Award, Tric Tric d'Or).

Former teacher Antoine Bauza is one of the most iconic French game designers. Aside from *7 Wonders*, he also has other popular games in his portfolio, such as *Takenoko*, *Tokaido*, *Hanabi*, *Ghost Stories*, *Last Bastion*, etc.

Often considered as a game targeting “experts,” *7 Wonders* now has a family version with more straightforward rules, shorter playtime, and a design that targets young players (8 years and up). However, this version uses the same DNA of the original game that was so successful.

Beyond the gaming aspect, we’re convinced that *7 Wonders Architects* - like games as a whole - is an indispensable tool for any educator. In this packet, we’ve outlined its educational aspects, as well as the skills it helps develop.

We’ve organized the ways this game can be leveraged, not just in your classroom, but in classrooms across the world.

On top of that, we also offer a series of activities that can be adapted to use *7 Wonders Architects* to its fullest extent. Each activity can be used independent of the others.

They can also be adapted to suit your goals, needs, and students.

Feel free to explore other uses. This is not an exhaustive list.

With fun and games,

Frédéric Cogghe (Ludismart) & Repos Production

# GETTING STARTED

With *7 Wonders Architects*, build one of the seven wonders of the ancient world and gain as many victory points as possible to win the game!



**Build your wonder stage by stage, using the cards available to you.**

**Watch your wonder take shape piece by piece and use its unique effects at each new stage you construct.**



**On your turn, use one of the three cards available to you and immediately apply its effect. Your resources, gold, scientific discoveries, and army will help you flourish and win!**

**The game ends when one of your opponents finishes constructing their wonder. Whoever earned the most points wins the game.**

# EDUCATIONAL OPPORTUNITIES

Board games, through the rules they impose and the social interactions they inspire, promote the gradual development of the various fields that make up the foundation of knowledge, skills, and culture.

In an academic framework, using games as a learning tool is an efficient way to encourage growth as a person while supporting language skills needed to think and communicate.

In the classroom, it is sometimes the trigger for students to refocus their attention and become more motivated during the entire activity. It can also stimulate prior knowledge or support acquisition of new knowledge.

## The PROs:

- Memorable components
- Easy to set up and put away using special storage trays
- Stepping stone for people unfamiliar with board games
- Quick games
- Simple rules
- Rare type of game that plays up to 7 players smoothly
- Colorblind-friendly (each color used in the game is associated with an easily-identifiable symbol)

## ***7 Wonders Architects*, a game for developing subject-specific skills**

Depending on the students' ages, subject matter taught, and time of the year, you can easily find a way to incorporate the game in your class, since it fits several educational tracks. Here are just a few topics to explore with your class:

### **For English language:**

- Reinforce spoken vocabulary
- Reinforce the semantic field
- Reinforce lexical knowledge
- Explore words in the same family
- Work on the nature of words
- Verbalize strategies used
- Tackle written text (with restrictions)



### **For Math:**

- Tackle scales
- Tackle proportions
- Work on volumes
- Measure height

### **For early learning (geography, history, science):**

- Discover certain civilizations through several angles (discovery, leaders, capital, historic period, Wonders, etc.)
- Locate different wonders of the ancient world on a map
- Name the time period of different buildings

### **For early civic rights:**

- Understand certain ancient political regimes
- Be exposed to other cultures

### **For early arts:**

- Create art together or individually

### **For ELL or ESL classes:**

Since the rules of the game are simple and you don't need a specific vocabulary to play, students whose maternal language is not English will still enjoy playing *7 Wonders Architects*.

### ***7 Wonders Architects, a game for developing interdisciplinary skills***

- Follow directions and rules
- Facilitate verbal expression
- Facilitate communication within a group
- Empower certain struggling students
- Use logic to reason

- Form hypotheses
- Practice deduction
- Improve short and long term memory
- Work through shyness
- Discover one's role in a group
- Develop imagination and creativity
- Demonstrate interest in other cultures
- Make decisions
- Develop self-confidence and trust with teacher
- Anticipating needs

### **Playing in groups lets you:**

- Create bonds between students
- Help each other succeed together, while respecting everyone
- Improve positive communication with others
- Encourage group dynamics
- Understand and accept the rules better by winning or losing together
- Consider other players as allies instead of opponents
- Exchange ideas with others (when playing in teams)
- Work out a joint solution
- Accept each person's development
- Enrich interactions between players
- Work in teams
- Evaluate oneself and, if needed, adjust behavior

### **Other ideas:**

- Construct a 3D cat (pawn)
- Construct a 2D Wonder
- Construct a 3D Wonder
- For younger players, build a puzzle of one of the 7 Wonders
- Mix up the Wonder puzzle pieces and have students rebuild them collectively or individually.

# ACTIVITIES

WE HAVE ORGANIZED 7 ACTIVITIES THAT ALIGN  
WITH THE 7 WONDERS OF THE ANCIENT WORLD





# WHAT A WONDER!

1

*This activity lets your students discover architecture by connecting it to physical art.*

## Contents:

- “What a Wonder!” worksheet

**Goal:** Choose, defend your choice, and propose a new Wonder

## Overview:

**Step 1:** What are the new 7 Wonders of the modern world?

Following a campaign in 2007, the public elected 7 structures. Using the images on the next page, can your students name each one?

**Step 2:** Choose a new Wonder

Let your students decide on the 8<sup>th</sup> Wonder of the world. Careful: it’s important to have them defend their choice.

**Step 3:** Draw Wonder

Ask your students to draw it, using a photograph, paying extra attention to its details (colors, perspective, lighting, shapes, etc.).

**Step 4:** Present the drawing and argument

Ask for volunteers to share their drawing with the rest of the class, while explaining their choice of Wonder.

**Step 5:** Construct Wonder

Now’s the time for your students to construct a Wonder. Their creativity will be front and center, with no limits...

## Aligned with common core standards:

### Cultural and artistic education:

- Elements tied to cultural places, cultural objects, and world heritage
- Area/Shapes/Matter/Form
- Using tools, instruments, images
- Use one’s imagination and creativity; Share ideas
- Visit various places, works of art, and cultural objects
- Create something collaboratively or individually

### Math:

- Draw shapes
- Establish relationships between 3D objects and their 2D representations
- Enlarge shapes
- Measure sizes
- Use direct proportionality to explore the sense of scale

Elementary School		Middle School		
Ages 8-10	Ages 10-12	7 <sup>th</sup> grade	8 <sup>th</sup> grade	9 <sup>th</sup> grade
				

# WHAT A WONDER!

In 2007, UNESCO launched a campaign to identify the new 7 Wonders of the modern world. After millions of votes, these wonders were chosen. Can you identify them all (and name their country of origin)?



.....



.....



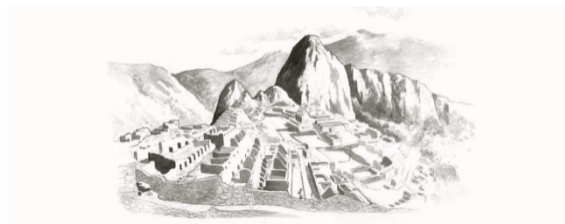
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If you could choose an 8<sup>th</sup> Wonder, which one would you choose?  
Why do you want it to be a Wonder?

.....  
.....


.....

.....

.....

**Draw it with as many details as possible.**

(Use a reference photo)



**What is its name and in which country is it?**

.....

**Why did you choose this Wonder?**

.....

.....

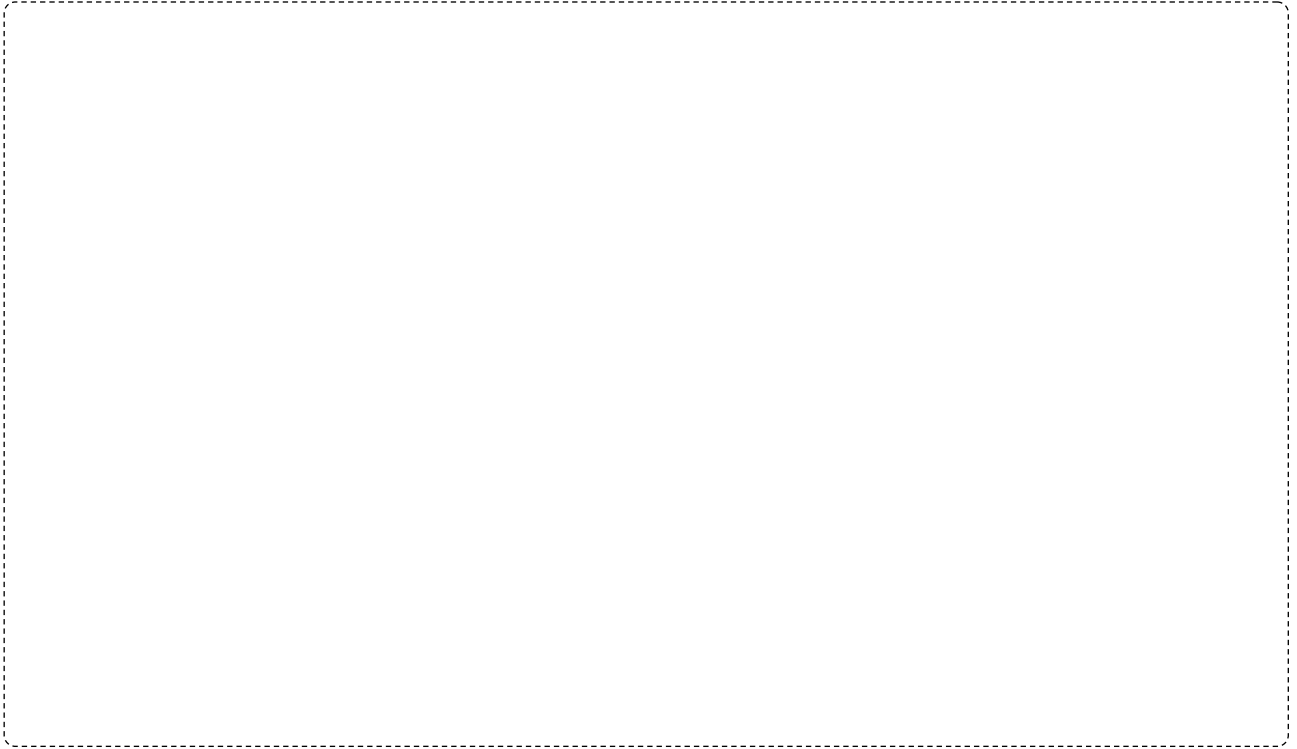
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## Construct Your Wonder

If you could construct your own Wonder, how would you design it, which location would you choose, and why?

**Draw it in detail.**



**Why did you choose this Wonder?**

.....

.....

.....

.....

.....

**Where would it be located?**

.....

.....

# 3D ARCHITECT

2

*This activity lets your students create an existing or imaginary Wonder using their preferred materials.*

## Contents:

- A variety of materials
- A camera (or smartphone or tablet)

**Goal:** Construct a 3D model of an existing or imaginary Wonder in teams of 3

## Overview:

Form teams of three. Students must work together and agree on what they want to construct: an existing Wonder or one of the Wonders they made during Activity 1.

The second question to ask is which materials they'll use to construct it. Certain groups may have difficulty deciding, so it's your responsibility to motivate, guide, and advise them.

## Variants:

- You could also ask them to construct a memorable building in your neighborhood or city.
- You could elect the 7 Wonders of your neighborhood.

## Aligned with common core standards:

### Cultural and artistic education:






- *Elements tied to cultural places, cultural objects, and world heritage*
- *Area/Shapes/Matter/Form*
- *Using tools, instruments, images*
- *Use one's imagination and creativity; Share ideas*
- *Create something collaboratively or individually*

### Math:

- *Draw shapes*
- *Establish relationships between 3D objects and their 2D representations*
- *Enlarge shapes*
- *Measure sizes*
- *Use direct proportionality to explore the sense of scale*

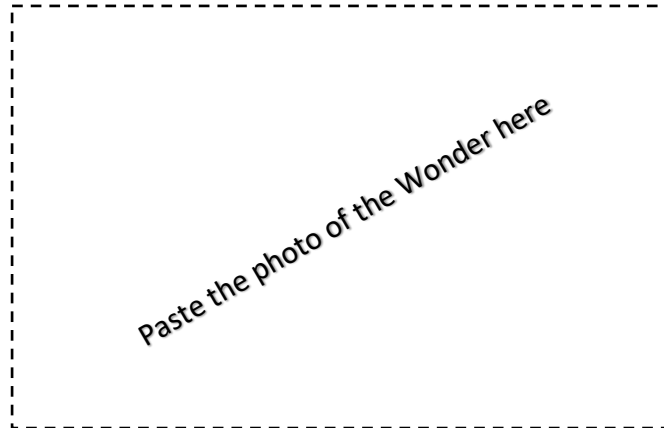
### English:

- *Write a message following a dominant textual structure*
- *Write a text*
- *Revise written work*
- *Communicate via writing*

Elementary School		Middle School		
Ages 8-10	Ages 10-12	7 <sup>th</sup> grade	8 <sup>th</sup> grade	9 <sup>th</sup> grade
				

# 3D ARCHITECT

Choose the material(s) (cardboard, Lego ®, recycled items, etc.) that you want to use to construct your Wonder.



Describe how you constructed your Wonder, step by step:

<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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# FIRST LOOK

3

*This activity lets your students deepen their knowledge of a chosen historical period by creating an original story.*

**Contents:** “First Look” worksheet

**Goal:** Product a story by yourself and with restrictions

## Overview:

### Step 1: Research information

After choosing a Wonder, and therefore historical period, your students must research the social, historical, and political context of the period.

### Step 2: Written work: first draft

As soon as the student has gathered enough information, they can move on to writing. They must themselves in the shoes of a traveler arriving in their chosen Wonder’s region, coming face to face with the structure. How would they react? What would they think? What would they write in a letter to someone close to them (partner, friend, boss, king, etc.)? The traveler can be any gender.

### Step 3: Self-evaluation

After finishing their first draft, offer them a self-evaluation rubric. This tool will also let you give them writing recommendations. You and the student can both complete it. We recommend spending time discussing the notes together with them.

### Step 4: Final draft

By incorporating the notes and recommendations, the student can jump back into their written work.

### Step 5: Share traveler’s story with the rest of the group

If the students are comfortable with it, have each one read their story to the whole class. If they do not want to, you can ask if they would rather you read it aloud instead.

## Variants:

- Change the context, restrictions, format (comic, tourism brochure, etc.)

## Aligned with common core standards:

### English:

- Develop a written message
- Write a message following a dominant textual structure
- Write a text
- Revise written work
- Communicate via writing

### History, Geography, Economics, and Social Studies:

- Associate facts with key moments in the corresponding period
- Associate dates with key moments
- Use research tools
- Read and use documents

Elementary School		Middle School		
Ages 8-10	Ages 10-12	7 <sup>th</sup> grade	8 <sup>th</sup> grade	9 <sup>th</sup> grade
	😊	😊	😊	😊

## FIRST LOOK

**You are a notable traveler who has discovered one of the 7 Wonders (the one you chose) for the first time. What do you see? By using reliable sources, write what you see, hear, feel, etc. in your travel journal. Make us dream!**

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

## SELF-EVALUATION

	1 <sup>st</sup> draft		2 <sup>nd</sup> draft	
	ME	Teacher	ME	Teacher
<b>My knowledge about one of the 7 Wonders</b>				
I included at least 10 facts about the Wonder and its context (historical, geographical, social, etc.)				
The facts I used came from a reliable source(s)				

	ME	Teacher	ME	Teacher
<b>My writing skills</b>				
I kept the recipient of my letter and my goal in mind (narrate - describe - introduce - experience)				
I used 1 <sup>st</sup> person singular ("I")				
I wrote the date of my discovery				
I began a new paragraph whenever I finished one				
I checked that the conjugation tense is appropriate				
I avoided using repetition and replaced any necessary words				
I was thoughtful about the meaning of my sentences and entire story				
I used exact and precise words				
I checked which words should be capitalized				
I checked that punctuation was used appropriately (. , ; ! ?)				
I checked my spelling (homophones only)				
I checked my spelling of common words				
I checked my subject-verb agreement				
I checked my number agreement				
My text is easily read				
I followed the structure of a diary or letter				

# NO GOOD OR BAD SITUATION

4

*This activity lets your students use an atlas, locate the geographical positions of the 7 Wonders, and show how city names change throughout history (or that they no longer exist).*

**Contents:** The “No Good or Bad Situation” worksheet

**Goal:** Locate the 7 Wonders on a map

**Overview:**

By using the geographical atlas in your classroom, your students will locate the 7 Wonders of the ancient world (and Belgium as a bonus) as accurately as possible.

In a future lesson, they will fill in the missing information from the table.



## Aligned with common core standards:

History, Geography, Economics, and Social Studies:

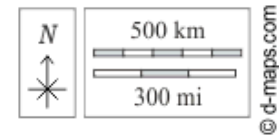
- *Locate oneself and places*
- *Describe a representation of a space*
- *Use spatial landmarks and/or representations of a space to locate a place*

Elementary School		Middle School		
Ages 8-10	Ages 10-12	7 <sup>th</sup> grade	8 <sup>th</sup> grade	9 <sup>th</sup> grade
😊	😊	😊	😊	😊

NO GOOD OR BAD SITUATION

LOCATE  
THE 7 WONDERS  
OF THE ANCIENT  
WORLD ON THIS  
MAP OF THE  
MEDITERRANEAN

- 1) **Pyramid of Giza** in Memphis
- 2) **Hanging Gardens** in Babylon
- 3) **Statue of Zeus** in Olympia
- 4) **Temple of Artemis** in Ephesus
- 5) **Tomb of Mausolus** in Halicarnassus
- 6) **Colossus** in Rhodes
- 7) **Lighthouse** in Alexandria



COLOR IN BELGIUM WITH YELLOW

Where are they now?

	Originally		Present Day			
	City	Country	City	Country	Capital	Does it still exist?
Pyramid of Giza	Memphis					
Hanging Gardens	Babylon					
Statue of Zeus	Olympia					
Lighthouse	Alexandria					
Colossus	Rhodes					
Tomb of Mausolus	Halicarnassus					
Temple of Artemis	Ephesus					

Connect the Wonder's drawing to its name

Pyramid of Giza    Hanging Gardens    Statue of Zeus    Lighthouse    Colossus    Fine Tooth Comb    Temple of Artemis

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# FINE TOOTH COMB

5

*This activity lets your students improve their analytical mind and reading strategies.*

## Contents:

- The “Fine Tooth Comb” worksheet

**Goal:** Complete the table with as few errors as possible

## Overview:

Your students will complete this table by finding information in different sources (encyclopedias, books, textbooks, reference sources, etc.). Who will have the most correct answers?

## Aligned with common core standards:

History, Geography, Economics, and Social Studies:

- *Read and use documents*
- *Use research tools*
- *Put the current day into a historical perspective, highlighting continuities, changes, and stages of evolution between the past and present*
- *Collect and/or extract economic and social facts*
- *Locate oneself and places*
- *Describe a representation of a space*
- *Use spatial landmarks and/or representations of a space to locate a place*

Elementary School		Middle School		
Ages 8-10	Ages 10-12	7 <sup>th</sup> grade	8 <sup>th</sup> grade	9 <sup>th</sup> grade
	😊	😊	😊	😊

## FINE TOOTH COMB

Complete this table by doing your own research.

Constructed Wonder	Civilization	Capital	Leader	Political Regime	Inventions
Pyramid of Giza					
Hanging Gardens of Babylon					
Status of Zeus					
Tomb of Mausolus					
Temple of Artemis					
Colossus of Rhodes					
Lighthouse of Alexandria					

# ON A SCALE FROM 1 TO ANTIQUITY

6

*This activity introduces your students to scales using material from the game, which have representations of the Wonders made to scale.*

## Contents:

- The 7 wonders from the game
- The 2 “One a Scale from 1 to Antiquity” worksheets
- If needed, here is a [document summarizing scales](#) (access by clicking on the underlined words)
- Ruler
- Note sheet(s) for calculations

**Goal:** Figure out the actual dimensions of the 7 Wonders using their representations

## Overview:

The 7 Wonders from the game **7 Wonders Architects** were scaled down (for obvious reasons)... but how much? By using information available to them (various sources + measuring the game components), the students must find the scale used by the game publisher.

Students may not have the same measurements. Since we don’t know the exact dimensions of these Wonders, the process is more important than the result. It’s up to you to decide...

## Variants:

- You can put them in order, from smallest to largest.
- You could also, if short on time, provide your students with information about the exact dimensions of the Wonders (but this is less interesting as an activity).

## Aligned with common core standards:

### Math:

- Establish relationships between 3D objects and their 2D representations
- Enlarge shapes
- Measure sizes
- Use direct proportionality to explore the sense of scale

Elementary School		Middle School		
Ages 8-10	Ages 10-12	7 <sup>th</sup> grade	8 <sup>th</sup> grade	9 <sup>th</sup> grade
	😊	😊		

## ON A SCALE FROM 1 TO ANTIQUITY 1

Using the 7 Wonders in the game, determine the scale used to reduce their actual size.

Name of the Wonder	Height of the Game Wonder	Height of the Real Wonder	My Calculations	Scale
<b>Pyramid of Giza</b>				
<b>Hanging Gardens of Babylon</b>				
<b>Status of Zeus</b>				
<b>Tomb of Mausolus</b>				
<b>Temple of Artemis</b>				
<b>Colossus of Rhodes</b>				
<b>Lighthouse of Alexandria</b>				

## ON A SCALE FROM 1 TO ANTIQUITY 2

Using the 7 Wonders in the game, determine the scale used to reduce their actual size.

Name of the Wonder	Height of the Game Wonder	Height of the Real Wonder	My Calculations	Scale
Pyramid of Giza				
Hanging Gardens of Babylon				
Status of Zeus				
Tomb of Mausolus				
Temple of Artemis				
Colossus of Rhodes				
Lighthouse of Alexandria				

# THE GAME OF 7 WONDERS

7

*This activity lets your students improve their deduction, strategy, memory, and above all, learn more about the 7 Wonders and the context around their construction.*

## Contents:

- 42 cards from The Game of 7 Wonders (separated in 7 suits)

**Goal:** Be the player/team to score the most suits of Wonders

## Overview:

Each suit has 6 cards that are related to one of the 7 Wonders in different categories:

- |                       |                                  |                        |
|-----------------------|----------------------------------|------------------------|
| 1. Representation     | 2. Place where it was erected    | 3. Date it was founded |
| 4. Name of founder(s) | 5. Reason the Wonder was founded | 6. Fun fact            |

Shuffle the cards of the chosen suits. The deal gives each player six cards, then makes a deck with the remaining cards. The player to the left of the dealer is the first player. They ask any player: "Hey <player name>, in the <suit name> suit, I would like <name of the card>."

If the chosen player has this card in their hand, they give it to the active player. Then the active player takes another turn. They can choose the same or different player, and choose the same or different suit.

- *If the chosen player does not have this card in hand, the active player draws a new card.*
- *If they draw the requested card, the active player takes another turn.*
- *If they do not draw the requested card, the player to the left of the active player takes their turn.*
- *When a player has six cards in the same suit, they say "Wonder," play those six cards on the table, and take another turn.*

The game ends when all cards have been matched in their suits. Whoever has the most complete suits wins the game.




## Variants:

- For shorter games, you can remove one or more categories.
- You can create an eighth suit if you want (your school, another Wonder, notable location in your community, etc.).

## Aligned with common core standards:

### English:

- *Adapt communication to the situation*
- *Strategies/competences of understanding*
- *Form and verify hypotheses by anticipating and interpreting information*
- *Elaborate on inferences*

Elementary School		Middle School		
Ages 8-10	Ages 10-12	7 <sup>th</sup> grade	8 <sup>th</sup> grade	9 <sup>th</sup> grade
				

You also need to print the backside of the cards,  
so they aren't transparent.



TEMPLE OF ARTEMIS



LIGHTHOUSE OF ALEXANDRIA



COLOSSUS OF RHODES



TEMPLE OF ZEUS



HANGING GARDENS



PYRAMID OF GIZA



TOMB OF MAUSOLUS











Ephesus (Turkey)

TEMPLE OF ARTEMIS



Alexandria (Egypt)

LIGHTHOUSE OF ALEXANDRIA



Rhodes (Greece)

COLOSSUS OF RHODES



Olympia (Greece)

TEMPLE OF ZEUS



Iraq

HANGING GARDENS



Giza (Egypt)

PYRAMID OF GIZA



Bodrum (Turkey)

TOMB OF MAUSOLUS







<p>IV<sup>th</sup> century BCE</p> <p>TEMPLE OF ARTEMIS</p>	<p>III<sup>rd</sup> century BCE</p> <p>LIGHTHOUSE OF ALEXANDRIA</p>
<p>III<sup>rd</sup> century BCE</p> <p>COLOSSUS OF RHODES</p>	<p>V<sup>th</sup> century BCE</p> <p>TEMPLE OF ZEUS</p>
<p>VI<sup>th</sup> century BCE</p> <p>HANGING GARDENS</p>	<p>XXVII<sup>th</sup> century BCE</p> <p>PYRAMID OF GIZA</p>





IV<sup>th</sup> century  
BCE

TOMB OF MAUSOLUS

Theodorus of Samos  
and Chersiphron



Temple of Artemis

Sostratus of Cnidus



Lighthouse of Alexandria

Chares of Lindos



Colossus of Rhodes

Phidias









Temple of Zeus













<p>Unknown creator</p>  <p><b>Hanging Gardens</b></p>	<p>Hemiunu</p>  <p><b>Pyramid of Giza</b></p>
<p>Satyros and Pythius of Priene</p>  <p><b>Tomb of Mausolus</b></p>	

<p>This temple was constructed after the old temple was destroyed, in the honor of the <b>goddess Artemis</b>.</p>  <p><b>Temple of Artemis</b></p>	<p>This work was erected to help <b>sailors</b> navigate.</p>  <p><b>Lighthouse of Alexandria</b></p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------















<p>This status was built in memory of a military siege defended by <b>Rhodes</b>.</p> <p> <b>Colossus of Rhodes</b></p>	<p>The city of <b>Olympia</b> wanted to build a new place for worship.</p> <p> <b>Temple of Zeus</b></p>
<p>King <b>Nebuchadnezzar II</b> wanted to give an ornamental garden to his wife <b>Amytis of Media</b>.</p> <p> <b>Hanging Gardens</b></p>	<p>The pyramid entombs the pharaoh <b>Khufu</b>.</p> <p> <b>Pyramid of Giza</b></p>
<p>This mausoleum entombs King <b>Mausolus</b> and Queen <b>Artemesia II</b>.</p> <p> <b>Tomb of Mausolus</b></p>	<p> <input type="text"/></p>







<p>It's considered one of the first banking establishments in the world.</p> <p> <b>Temple of Artemis</b></p>	<p>You can see the fires of the lighthouse from 50 kilometers away (the tower is 135m high).</p> <p> <b>Lighthouse of Alexandria</b></p>
<p>Unfortunately, it wasn't admired for very long (about 60 years). The statue, at over 30m tall, collapsed during an earthquake in 226 BCE.</p> <p> <b>Colossus of Rhodes</b></p>	<p>The statue was made of 2 materials: gold and ivory. This style is called "chryselephantine."</p> <p> <b>Temple of Zeus</b></p>
<p>Historians are not sure if it ever existed. Authors describe it, but no tangible proof been procured yet.</p> <p> <b>Hanging Gardens</b></p>	<p>This is the oldest Wonder of the ancient world, however it's the only one you can still see today.</p> <p> <b>Pyramid of Giza</b></p>
<p>This monument was so loved that large tombs are still called mausoleums to this day.</p> <p> <b>Tomb of Mausolus</b></p>	<p> <input type="text"/></p>



