

STONEHENGE

Mark It on the Map

Have students turn to pages 24–25 and study the maps, looking first at the inset globe and then at each section. Ask students to pinpoint the location of Stonehenge on a world map. As they read about each place associated with Stonehenge, have them locate the site on the maps on pages 24–25.

Vocabulary

Heel Stone
summer solstice
axis
archaeoastronomy

dendrochronology
concentric
faience

Introduction

Ask if any students have studied or read about Stonehenge. Ask those who have to explain when and in what context. Then have each student make a list of four questions about Stonehenge. When you finish reading the issue, have students answer their four questions. If there are any they cannot answer, have them explain why. Give students with unanswered questions time to research the answers.

Questions for Discussion

- What circumstances associated with Stonehenge have led people to believe that the stones have some connection with the sun and moon?
- Who are the Druids?
- What are the differences between Stukeley's Druids and the Druids described by the Roman general Julius Caesar?
- How and why have archaeologists used carbon 14 or radiocarbon dating at Stonehenge?
- Why have archaeologists been unable to use dendrochronology effectively at Stonehenge?
- Who were the Wessex chieftains? Why are they the probable builders of Stonehenge?

Writing Workout

Students may complete one or both of the following activities:

- After reading the issue, write an essay giving your explanation of Stonehenge. Which of the theories mentioned in the issue seems most plausible to you?
- Describe how the builders of Stonehenge fashioned the lintels and the uprights to fit snugly together.

Think About It

Students may complete one or more of the following activities:

- Read the quotation from John Aubrey on pages 2–3. What do you think his statement means?
- Why is aerial photography of archaeological sites important to understanding the site?
- Why is Stonehenge so difficult to understand?
- Why do you think people were willing to accept Stukeley's theory connecting Stonehenge with the Druids?
- Should Stonehenge be preserved? Why or why not? (Make two columns on the board and list the students' responses in the proper column. Have the class vote about which side presented the stronger argument.)

Get Into Art

Students may complete one or more of the following activities:

- Divide the class into four groups and assign each to one phase of Stonehenge, found on pages 16–20. Ask each group to redraw its phase, identify the phase's time period, and label each element of the illustration. A spokesperson from each group may explain the phase to

the class. Display the finished illustrations in the classroom, along with a copy of Phase IV, its explanation, and date.

➤ Divide the class into three groups, and assign each group one of the illustrations on pages 28–32. Ask students to copy and color (or redraw) the pictures and write their own captions and labels. The students can then present their illustrations to the class.

➤ Assign students to make a collage illustrating the history of Stonehenge from 1100 B.C. to the present. Have the students explain each stage using captions. They may choose to color-code the stages, using a new color for each stage's changes. Ask students to include a legend explaining the significance of the colors.

Research Projects

Students may complete one or more of the following activities:

➤ Assign students, individually or in groups, to research other stone circle sites in Great Britain, especially the circles at Avebury, Castlerigg, and Stenness. Have the students present their findings to the class. Each presenter should begin by locating the site on a map.

➤ Assign students to research how Stonehenge looks today and the regulations governing Druid group meetings at the site. Have the students present their findings to the class.

➤ Assign students to make a list of World Heritage sites and where each is located. Then have the students pinpoint each site on a world map and present their findings to the class. As a follow-up, have the class study the map and see where the majority of sites are located and which areas of the world have the fewest sites. Can they suggest any reasons for these statistics?

Just for Fun

Students may complete one or both of the following activities:

➤ Make your own sundial by following the directions on pages 26–27.

➤ Make your own rock sculpture by following the directions on pages 42–43.

Follow These Footsteps

John Aubrey

Gerald Hawkins

William Libbey

William Stukeley