Is there enough evidence to prove that the Hanging Gardens of Babylon existed?
Seven has long been considered a magical number, and that made July 7, 2007 (7/07/07) a pretty special day. Couples raced to the altar to tie the knot; Live Earth concerts streamed across television, radio and the Internet for 24 straight hours to seven continents; and the new seven wonders of the world were announced in Lisbon, Portugal. These new seven wonders were chosen democratically by more than 100 million voters [source: New7Wonders].

Was it just the lucky date that inspired the selection of new wonders? Not exactly. People have been making lists of spectacular sites for seemingly each epoch of history and stratum of the Earth. There are the seven wonders of the medieval world and the modern world, as well as the seven wonders of the natural world and underwater world -- not to mention the various lists compiled by travel agencies and the media.

But what about the original seven wonders? For some of us, they're more difficult to name than Disney's seven dwarves. They're the Great Pyramid of Giza (Egypt), the Hanging Gardens of Babylon (modern-day Iraq), the Temple of Artemis at Ephesus (Turkey), the Statue of Zeus at Olympia (Greece), the Mausoleum at Halicarnassus (Turkey), the Colossus of Rhodes (Greece) and the Lighthouse of Alexandria (Egypt).

Scholars debate over whom compiled this list of wonders -- or as the Greeks called them, theamata, which translates as "things to be seen" [source: Smithsonian]. It might have been Callimachus of Cyrene who drafted the list in the third century B.C. or Herodotus, who lived from around 484 to 425 B.C. [source: Smithsonian]. There are accounts that attribute the list to Philo of Byzantium in 130 B.C. but others that discredit this theory -- as an engineer, he wrote primarily about war, weapons and the military. [source: Princeton].

Of the seven wonders, only the Great Pyramid still exists. The others are in unrecognizable ruins, and the Hanging Gardens might never have existed at all. What we know about the wonders comes from written accounts of ancient tourists and modern archaeological research. Much of our information about the monuments is conjecture or questionable secondhand accounts -- that makes this an article about how the wonders probably worked.

These monuments may not have physically stood the test of time, but they thrive in our imaginations as some of the most magnificent manmade structures of the ancient world.
Hanging Gardens of Babylon

If they existed, the Hanging Gardens of Babylon would be the second oldest of the ancient wonders. Built in the 6th century, the gardens are long gone. Some scholars argue that the reason there's no record of them is precisely because they were gardens - plants and flowers are living things that eventually die. Even if the structure on which the gardens were affixed remains, it could very well be in unrecognizable ruins.

We'll start with the most popular theories about the gardens. They were likely located by the Euphrates River in what is now modern-day Iraq. The gardens didn't actually hang: They draped over the sides of terraces on a brick structure. Some accounts of the gardens claim that they grew as high as 75 feet (22.86 meters) in the air and that people could walk beneath them. Accounts from the classical writer Diodorus Siculus describe that the brick walls were 22 feet (6.7 meters) thick and 400 feet (121 meters) wide. And Philo wrote that there were several strata of flora and many levels of irrigation.

The gardens wouldn't have been the only grand sight in Babylon. This ancient city was filled with shining palaces and sturdy ziggurats. Even the city gates were adorned with carvings and gleamed with glazed bricks [source: Smithsonian]. But in a desert country as dry as Iraq, canopying fronds and blooms would have been an awesome sight to see.

If Babylon's buildings boasted of its great wealth, then the gardens would've demonstrated the engineering skills of their architect. It's no small feat to keep plants thriving in the desert, but to transport water to flowers perched atop a nearly five-story building is a monstrous challenge. The gardens would have relied on the Euphrates as their irrigation source, and the water would likely have been transported through a pumping system made of reeds and stone and stored in a massive holding tank. From the tank, a shaduf (a manually-operated water-lifting device) would have delivered water to the plants.

According to legend, King Nebuchadnezzar built the gardens for his wife, Amytis. Amytis was a princess from Media, a region of Iran near the Caspian Sea. Nebuchadnezzar is said to have built the gardens for her as a reminder of her homeland. But it's strange that Nebuchadnezzar, who recorded his many accomplishments in cuneiform, a type of ancient writing used in record-keeping, didn't mention the gardens. This has led some scholars to theorize that the gardens were actually built by an Assyrian queen or even by Sennacherib, the ruler of Nineveh.

Today, our knowledge of the Hanging Gardens of Babylon comes from interpretations of ancient accounts and artists' renderings of the wonder.
### Words and Phrases from How the Seven Wonders of the Ancient World Work

*Place the words and phrases you have been given into the following categories:*

<table>
<thead>
<tr>
<th>Descriptions of and Names of the Seven Wonders of the Ancient World</th>
<th>Deals with Evidence from sources about the Seven Wonders of the Ancient World</th>
<th>Reasons scholars think the Hanging Gardens of Babylon should be considered one of the Seven Wonders</th>
</tr>
</thead>
<tbody>
<tr>
<td>spectacular sites</td>
<td>&quot;things to be seen&quot;</td>
<td>Euphrates River</td>
</tr>
<tr>
<td>epoch of history</td>
<td>Callimachus of Cyrene</td>
<td>sides of terraces</td>
</tr>
<tr>
<td>Pyramid</td>
<td>as an engineer, he wrote primarily about war</td>
<td>75 feet</td>
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<tr>
<td>Temple</td>
<td>ancient tourists and modern archaeological research</td>
<td>in a desert country as dry as Iraq</td>
</tr>
<tr>
<td>Zeus</td>
<td>and many levels of irrigation</td>
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<tr>
<td>recognizable ruins</td>
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<td>irrigation source</td>
</tr>
<tr>
<td>Halicarnassus</td>
<td></td>
<td>shaduf</td>
</tr>
<tr>
<td>living things that eventually die</td>
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**OTHER:**

<p>| sturdy ziggurats adorned with carvings | cuneiform |</p>
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Is there enough evidence to prove that the Hanging Gardens of Babylon existed?

Claim: There is plenty of evidence to prove that the Hanging Gardens of Babylon existed.

Claim: There is not enough evidence to prove that the Hanging Gardens of Babylon existed.
Basic 4 sentence CSE Paragraph Format:

1st sentence
CLAIM – pick a side, either there is or there is not enough evidence to prove that the gardens existed.

2nd sentence
SUPPORT – provide evidence from the text or the video clip to support your claim.
According to the article ..... According to the video...

3rd sentence
SUPPORT – provide another piece of evidence from the text or the video clip to support your claim.
According to the article ..... According to the video...

4th sentence
EXPLAIN – explain to the reader how the evidence you used backs up your claim. The evidence clearly shows...
Seven Wonders of the Ancient World – Day 1 Lesson

Is there enough evidence to prove that the Hanging Gardens of Babylon existed?

1. Students need paper and pencil.

2. QuickWrite: Write everything you know about the Seven Wonders of the Ancient World – 2 minutes. Share a few things the students wrote.

3. Video Clip – first 2 minutes only. QuickWrite – add new information to what you just wrote – 2 minutes. Share a few things the students added.

4. Introduce the lesson. Explain that you will be doing an activity where you will classify words based upon how they are used in an article you will be reading. The purpose of the activity is to activate information in your brain that you already know. Comprehension happens when you connect what you already know to what you are learning.

5. Explain a little about the article, how it is a general summary of the Seven Wonders and then gets more specific to the Hanging Gardens of Babylon. Explain briefly about the controversy about the Hanging Gardens. Explain briefly about the 3 categories. Basically, the article has been divided into 3 categories – words and phrases that are about the Seven Wonders in general, words and phrases that historians and archaeologist have used to get proof and evidence of the seven wonders, and words and phrases that are specific to the Hanging Gardens of Babylon.

6. Group the students and give each group a baggie with the words and a paper to put them into categories. Allow 7-10 minutes for students to group the words. Walk around and help as needed - including assistance with vocabulary. Give a 2 minute call to get all words in a category.

7. Ask groups to share strategies they used to put the words into categories. For example: putting all the words they know into categories first, and then trying to figure out what they didn’t know... Putting phrases with numbers in the first category because they are probably describing how tall one of the Seven Wonders was... Putting words with capital letters in the first category because it is probably a name or place OR putting them in the second column because it might be a writer of a source of evidence... Thinking about what we have learned in class about Babylon and Mesopotamia (that it is hot and dry)
and using that to know that words like irrigation go with the gardens because they had to be able to get water...

8. When time is up, have the students add more to their Quickwrite – 2 minutes. Share things the students added.

9. Now it is time to read the article. Teacher reads the first time through and students underline the words and phrases they recognize from the activity. Discuss the article to make sure the kids understand what it is all about.

10. Ask student to look at their categories and decide if they want to change anything.

11. Show the students the example categories and see if anyone put words/phrases into a different category. Discuss. This is good – there is not one correct answer.

12. Review the days lesson and give the students a preview of what they will be doing on day 2 – rereading the article, marking yes or no to answer the question, watching the video to find evidence to support their claim about the gardens, writing a CSE paragraph.

**Seven Wonders of the Ancient World – Day 2 Lesson**

1. Review the lesson – remind students that they first looked at words and phrases from the article and put them into categories to help them think about the article before they read it. This helps them start to think about the meaning of the article.

2. Show the students the completed table and explain how some of the terms could be used in several categories.

3. Review any vocabulary questions the students have from the words / article such as epoch, stratum, ziggurat, and shaduf.

4. Close read the article – this time have the students read the article on their own, silently – just page 2 about the Hanging Gardens of Babylon. Remind students that page 1 is a general overview of all the Seven Wonders and that page 2 focuses on the hanging gardens. Tell them that they are going to write a paragraph about the gardens so they need to read that section closely.

5. Discuss this section as a class, making note of controversy of the garden – Did it really exist? Is there enough evidence to prove it really existed? What is the proof that it did exist? Is this proof good enough to say for sure that the gardens existed? You can have the students mark the evidence for/against with a YES or a NO.
6. Watch the video of the hanging gardens – starting at 39:00 minutes. It is a 10 minute video that goes over the controversy. Tell the students that while they are watching the video, they can take note of evidence presented that proves or disproves the existence of the gardens. http://www.youtube.com/watch?v=WZuGKwGPVKQ

7. After the video, complete an eye-to-eye, face-to-face discussion of the video and evidence. Then tell the students it is time to write.

8. Show the students the CLAIMs and have them pick a side. Tell them that they are writing a paragraph and that they must pick one side or the other. Have them write the CLAIM on a piece of paper and that is the first sentence of their paragraph.

9. Show the students the rest of the format. Explain how they will pick 2 pieces of evidence to support their claim. This evidence can come from the article or the video. They need to write this support, According to the article, ..... According to the video...

10. Finally, students need to EXPLAIN the evidence. HOW does the evidence they selected prove their point? HOW does that evidence back up their claim. This may take more than one sentence.

11. Optional: Have students make a final decision as to where the words belong and glue them down onto the paper. There is no completely right or wrong answer.