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| **Box 3 - Individual Objects** |
| Below is a series of lessons based on the individual objects contained within Box 3. Similar objects have been grouped together. If, while investigating the boxes, students seem particularly interested in an individual object you can use these to expand their learning. These lessons are formatted to make them easy to deliver. The idea is that you take the sections that are relevant to you and build them into a lesson. There is a generic introduction and plenary which will bookend whatever lessons you plan to deliver but are still worthwhile sections that will provide the chance to stimulate discussion and reflection at each end of the lesson.The main part of the lesson is built of two parts. First there is a bespoke activity based on teaching one or two of the most interesting aspects of the object (identified by archaeologists). The second part has the students use the information sheets, which contain fantastic summaries of the history of each object, to create a quiz, presentation or something similar. These sections primarily utilise co-operative learning strategies, however, rather than write these out each time, a list of different strategies has been included at the end of the document. Choose whichever you think will be most effective with your class. Using those four parts: the introduction, the main lesson task, the information sheets and the plenary you can construct a lesson to suit your needs. You could even choose to cover two, three or four objects in one lesson and, having arranged the class into groups, have them produce a presentation about the different objects. These plans are meant to be as versatile as possible for teachers, hopefully meaning they are useful and worthwhile.Finally, these plans are split into Primary and Secondary versions. They may need a little tweaking depending on the abilities of your class but otherwise should suit the levels within those sectors. |
| **Curriculum Links - Social Subjects (People, Past Events and Societies)** |
| Experiences and Outcomes (third level) | Benchmarks |
| I can use my knowledge of a historical period to interpret the evidence and present an informed view. SOC 3-01aI can explain the similarities and differences between the lifestyles, values and attitudes of people in the past by comparing Scotland with a society in Europe or elsewhere. SOC 3-04aI can describe the factors contributing to a major social, political or economic change in the past and can assess the impact on people’s lives. SOC 3-05a | * Compares a range of primary and secondary sources of evidence, to present at least three valid conclusions about a historical period.
* Identifies at least three factors which contributed to a major social, economic or political change in the past.
* Provides at least two valid opinions about the impact on people’s lives of a major social economic or social change in the past.
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| **Curriculum Links - Social Subjects (People, Past Events and Societies)** |
| Experiences and Outcomes (fourth level) | Benchmarks |
| I can evaluate conflicting sources of evidence to sustain a line of argument. SOC 4-01aI can present supported conclusions about the social, political and economic impacts of a technological change in the past. SOC 4-05aI can evaluate the changes which have taken place in an industry in Scotland’s past and can debate their impact. SOC 4-05b | * Demonstrates the ability to provide a valid argument on a historical theme.
* Provides at least two valid opinions to support the argument.
* Identifies the impact of a technological change with at least one of each: social, political and economic impacts and gives a reason for the conclusion.
* Suggests at least three changes which have taken place in Scotland’s industry.
* Provides at least two positive and negative impacts of one of these changes.
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| **Introduction** | **10 minutes** |
| **What is It?** (10 minutes) | Resources: Resources: Resources: Objects: selected from Box 3Information Sheets: Object information sheets, using the photograph side (download to project them) |
| * All lessons start with this activity to recap or introduce the object to the students.
* It is optional but worth doing.
 |
| Show the object to the class. Have the students handle the object and ask them to look closely at the object. At the same time show the picture of the object on the board for those who are waiting to see it. While the object is going round the room ask the class to think about the answers to these questions (individually):* ***What is it?***
* ***What is it for?***
* ***What is it made of?***
* ***How can you tell?***

This can be completed as a *think-pair-share* exercise, a group-based activity, or even as a written task. Whichever way the task is completed, have the students feedback their responses to the class. |

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| **Pictish Carved Stone** | **45 minutes** |
| **Learning Intentions** | **Resources and Essential Reading** |
| To be able to use interpretative clues to decipher what life was like in Pictish society. | Resources: Object: Pictish stone (Box 3)Information Sheet: Pictish Carved Stone object sheet, When? Pictish, Additional image Hilton of Cadboll Cross Slab, Sandwick Pictish Cross SlabLesson Resources: Charades CardsOther Resources: A4 Paper |
| **Lesson Plan** |
| * There are a range of interesting aspects to explore when working with the Pictish carved stone, too many to fit into one lesson. It is a subject well worth exploring further.
* This lesson focuses on the meaning of the carvings on the Hilton of Cadboll and what was being communicated.
 |
| Show the students the section of the Hilton of Cadboll stone in Box 3. Ask the students ***What can you see carved into this piece of stone?*** This particular section contains the image of a bird with a plant winding around it. Ask ***What type of stone is this?***And ***Why do you think they used this stone?*** The stone is sandstone and it was used because of the ease of carving and because the stone could be sourced locally. In Crafting Lesson Eight - Pictish Stone Carving the class are tasked with interpreting what the stone is telling them, as it must be communicating something to observers. This was introduced with the idea of charades. If you have not completed that lesson, you can add the charades game in here as a way of introducing the concept. If you have completed the lesson you can either skip it or repeat it as a recap.\**OPTIONAL (Charades) Play a game of charades with the class. Ask for a volunteer and hand them one of the charade cards. There are nine cards containing the following phrases:**I love hunting, Time to eat, I have long hair, Chopping wood, You are tall, Fire!, I am cold, Don’t go in there, Bear!**Have the volunteer try to act out the phrase on the card while the rest of the class try and guess what it is. If a student guesses the phrase, they can then come out and have a go using a different card.**After all the phrases have been used (or you want to push the lesson on), ask the class* **Do you always need words to say something?****\***Show the picture of the Hilton of Cadboll stone, focus specifically on the central panel. Divide the class into pairs.Write the following sentences on the board. ***Explore the images contained within the central panel, explaining what they tell you about the Pictish way of life. Make sure you justify your reasoning. There are no foolish answers.*** Allow the students to discuss this sentence with a partner before sharing their answers with the rest of the class. If the class is struggling point out the female figure at the top of the panel. Explain that the depiction of a Pictish woman on the Hilton of Cadboll stone gives us a clue about the role of women in Pictish society and ask them to consider what these clues might be suggesting. If students continue to struggle allow them access to ICT equipment where they can research the Hilton of Cadboll stone.Explain to the students that this is the process that archaeologists engage in. By piecing together small clues or pieces of evidence they can gain a wider understanding of life in the past. While our knowledge is imperfect, a significant find in an archaeological dig can completely alter our understanding of past societies.Finally finish this section by asking the class to complete a brief timeline of the Hilton of Cadboll stone. Using ICT they are to research what has happened in the life of the carved stone and when it occurred. This is a researched-based task but it might be useful to give the class some milestones to find relating to the stone’s history. These are:* When was it first carved?
* When was it re-used as a gravestone marker?
* When was the original stone removed from the site?
* When was the replica (currently standing on the site) completed?
 |
| **Information Sheet** |
| * Every object in the loans box has an information sheet that accompanies it.
* This activity is included in each object lesson.
* Different ways of working through the information has been detailed below in the teaching notes section. Choose whichever fits the composition and abilities of your class.
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| Hand out the Pictish Carved Stone object sheet. Using one of the activity ideas shared in the teaching notes at the bottom of these plans, have the students read the information and share it within their groups. (1)Once they have shared the information the groups are to complete one of the activities included in the teaching notes section at the bottom of these plans. (2)These are just some suggestions for creating an activity based on the individual objects. Feel free to alter the activities however you wish. You could also have the class produce a piece of writing, answer essay questions, take part in a debate or produce some form of presentation based on the information shared in the information sheets. |

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| **Antler Comb** | **50 minutes** |
| **Learning Intentions** | **Resources and Essential Reading** |
| To develop an understanding of Iron Age life.To use a primary source to interpret historical contexts. | Resources:Objects: Antler comb (Box 3)Information Sheets: Antler Comb object sheetOther Resources: Pillow case (or similar), ICT equipment, ARCH blog post [[link](http://www.archhighland.org.uk/experimental/iron-age-bone-and-antler-working)], ARCH Bone and antler working video [[link](http://www.archhighland.org.uk/experimental-archaeology.asp)], paper |
| **Lesson Plan** |
| * The comb shows that Iron Age and Pictish people were concerned with their appearance and had an interest in owning beautiful objects with interesting designs.
* The comb itself is also evidence for the range of tools (such as saws, drills, hammers etc.) which were needed to produce the comb.
 |
| In Crafting Lesson Six - Bone and Antler Working the object was introduced by hiding it under a pillow case and having someone describe it to the class. If you have not already completed that lesson you can add that activity here as a way of introducing the object. If you have delivered the lesson you can skip the following section. \**Before the lesson cover the comb with a pillow case/tea towel or something similar. Ask for a volunteer and have them come out to the front. They are to feel the object and describe it to the rest of the class without telling them what it is. The rest of the students are to try and guess what it is. When a student has successfully guessed, show them the object. As it is being passed round ask the class* **What interesting thing do you notice about the comb?***Explain to the class that this is a replica of a Pictish antler comb. Using the timeline highlight the Pictish time period and work out how long ago the Picts lived.*\*This next section requires ICT equipment to allow the class to access the internet. However, it primarily uses information from the ARCH website, specifically the blog post relating to the bone and antler working workshop. This blog post can be printed out prior to the lesson. The [link](http://www.archhighland.org.uk/experimental/iron-age-bone-and-antler-working) is above in the resources section for this lesson.Have the students read the information relating to the bone and antler workshop. First ask them to summarise the blog post in five sentences (this is a good way of pulling the key points from the information. You can ask for more or fewer sentences, depending on the ability range of the students you are working with). Choose some students to share their summaries.Show the students the ARCH Bone and Antler Working workshop video [[link](http://www.archhighland.org.uk/experimental-archaeology.asp)]. It Is possible (if Crafting Lesson Six – Bone and Antler working has been taught) that the students will have already seen the video. It is not a problem to show it again. Whether or not they have seen it before ask the students to identify all the tools that are used in the video (some are named specifically and others are seen while not being mentioned). You can also ask the students to take further notes about the information contained within the video depending on the ability level of the class. After the video it might be worth asking ***Having watched the video,*** ***what would you ask Jim Glazzard if you could?*** Note the students’ questions on the board. (***OPTIONAL****: These questions can then be used as a research task later in this lesson or at a future time*).This section of the lesson now concludes with an interpretive exercise. Display the comb clearly; you can also show the picture on the board. Ask the students to divide a piece of paper in two. On one side they are to write down a numbered list of the different aspects of the comb they have observed (including those they have read about) during the lesson. Once they have completed this task have the students share some of their ideas with the rest of the class (to aid those who may be struggling). For example they could write the following two aspects: the comb is decorated in a style typical of Pictish designs and it was made using a range of tools.In the second section of their page the students are to offer suggestions of what these observations could tell us about the comb, its construction or the Pictish way of life. If the students number their list it is clear which interpretations match which observation. For example, the decorations suggest that “attractive” objects were desirable and some people living in Pictish times had the disposable time or wealth to acquire these objects.Some students may find the above task very difficult. The exercise can be completed in pairs or groups if that would aid some in completing the task. To finish collate the various responses from the class.***OPTIONAL****: This task could be taken further by asking the students to research evidence supporting or refuting their interpretations. This research should include the additional images of Pictish stones supplied in the box. Have the students focus on the imagery of the mirror and comb - as part of their research they should include a suggestion of what this imagery might signify.* |
| **Information Sheet** |
| * Every object in the loans box has an information sheet that accompanies it.
* This activity is included in each object lesson.
* Different ways of working through the information has been detailed below in the teaching notes section. Choose whichever fits the composition and abilities of your class.
 |
| Hand out the Antler comb object sheet. Using one of the activity ideas shared in the teaching notes at the bottom of these plans, have the students read the information and share it within their groups. (1)Once they have shared the information the groups are to complete one of the activities included in the teaching notes section at the bottom of these plans. (2)These are just some suggestions for creating an activity based on the individual objects. Feel free to alter the activities however you wish. You could also have the class produce a piece of writing, answer essay questions, take part in a debate or produce some form of presentation based on the information shared in the information sheets. |

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| **Willow Basket** | **50 minutes** |
| **Learning Intentions** | **Resources and Essential Reading** |
| To explain the reasons why basketry is a craft practiced throughout history.To be able to research key historical evidence using a range of sources. | Resources: Objects: Baskets (Box 3)Information Sheets: Baskets object sheets, Other Resources: ICT equipment |
| **Lesson Plan**  |
| * Basketry has been a craft used throughout history and is still used today in the 21st century.
* Very few examples of baskets survive due to the nature of the materials used. Occasionally some do survive due to fortunate preservation, usually in low oxygen environments.
 |
| As a *think-pair-share* exercise, ask the class to ***Name all the times you have used a bag or basket in the last week.*** Collate the answers on the white board.Ask the class ***Who has a wicker basket (or wash basket) at home?*** Explain that baskets are found in all time periods; we even use them now. As a *think-pair-share* exercise ask ***Why do you think they were used throughout history?***There are a lot of reasons why baskets were used: they were versatile, easy to make, easy to maintain and willow grows rapidly and can be used year on year.As a quick exercise to get the students thinking, ask them to think of as many uses as possible for a willow basket. Make sure they are specific (carrying things is too broad, carrying food is better). Show the students the example baskets from the box. Have them record their lists on a piece of paper. Give them a set time and have the students share their answers with the class when the time has elapsed.Next have them study their list. Ask them to highlight the uses they have identified that were probably true in the past. For example, if they wrote “carrying food” down as a use for a willow basket they can highlight that particular response as it is likely to be true of people living in the past.The next task is a research-based activity and requires access to ICT equipment. Write the question ***Were baskets important in Scotland in the past?*** Underneath the question write the word ***Why?*** as boldly as possible.Explain to the students that they are going to research the answer. To do so they will need to consider three points:1. In what ways were baskets used?
2. What materials were they made from and how does this affect their prevalence?
3. Who could make baskets?

Write these three points on the board.Have the students write a long format answer arguing one way or another based on the research they have completed and their answers to the three points above. Prior to answering the question it may be beneficial to have the students write a brief plan - using the above points as headings. Finish by having the students share a summary of their answer with a partner. |
| **Information Sheet** |
| * Every object in the loans box has an information sheet that accompanies it.
* This activity is included in each object lesson.
* Different ways of working through the information has been detailed below in the teaching notes section. Choose whichever fits the composition and abilities of your class.
 |
| Hand out the Baskets object sheet. Using one of the activity ideas shared in the teaching notes at the bottom of these plans, have the students read the information and share it within their groups. (1)Once they have shared the information the groups are to complete one of the activities included in the teaching notes section at the bottom of these plans. (2)These are just some suggestions for creating an activity based on the individual objects. Feel free to alter the activities however you wish. You could also have the class produce a piece of writing, answer essay questions, take part in a debate or produce some form of presentation based on the information shared in the information sheets. |

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| **Hurdle** | **45 minutes** |
| **Learning Intentions** | **Resources and Essential Reading** |
| To demonstrate knowledge of hurdles and their role within the lives of people in the past.To consider how preservation of artefacts influences our understanding of the past. | Resources: Objects: Hurdle (Box 3)Information Sheets: Hurdle object sheet, TimelineOther Resources: ICT equipment |
| **Lesson Plan**  |
| * Hurdles have been used throughout history and are still used today in the 21st century.
* Very few examples of ancient hurdles survive due to the nature of the materials used. Occasionally some do survive due to fortunate preservation, usually in low oxygen environments.
 |
| To be completely honest, the best activity to teach in relation to the hurdle is to have the students create their own. If you wish to do this, and haven’t referred to it already, see Crafting Lesson Nine – Green Woodworking, Textiles and Basketry which contains instructions for creating your own hurdle.Otherwise the following activity can be used to teach some of the specific interesting aspects of the use of hurdles through history.Show the class the hurdle. Explain that it is made from willow which is flexible when cut and can be used to create hurdles, baskets etc.Display the timeline at the front of the classroom. Show the class the willow hurdle. Ask the class ***Which time period do you think people first started using hurdles?*** Explain that it is a very difficult question to answer. We suspect that hurdles were possibly used during the Neolithic period and while no evidence is available for their use in the Mesolithic in Scotland, archaeologists can’t definitely rule it out as a possibility. However, they are still used today and so it is an enduring craft. As a *think-pair-share* exercise ask ***Why do you think they were used throughout history?***There are a lot of reasons why hurdles were used: they were versatile, easy to make, easy to maintain, willow grows rapidly and can be used year on year.Explain to the class that very few examples of hurdles have been found dating from the Medieval period or earlier. Ask ***Why have we found so few examples?*** The organic materials have decomposed in the intervening hundreds or thousands of years.Follow this question with a quick research activity (requiring ICT equipment). Write the question ***What conditions are needed for organic material to survive?*** This question can be answered individually, in pairs or as small groups. Sometimes students will provide an answer such as anaerobic conditions without an explanation of what this actually means. Ensure students’ answers include an explanation or definition.The following activity is a thought exercise. It can be completed in pairs or small groups. There are a few different ways the answers could be recorded, for example as a written exercise, presentation, debate or any other discussion-based task you feel is appropriate with your class.Begin by asking the groups to explore the classroom. Ask them to identify what objects are made of an “organic” material and which are “inorganic”. For example, paper would constitute an organic material whereas a computer is made of inorganic material. Have the groups record their findings on a list.Next ask the students to imagine that this classroom was being excavated in one thousand years’ time. Write the question ***What would archaeologists be able to infer about our lives if they excavated this room in a thousand years?*** Explain that the organic material will have decomposed leaving only the inorganic material. Then ask them to consider what archaeologists would be able to tell about our way of life from the objects remaining. Ask the students to avoid assumptions. For example, if archaeologists are able to find a computer, they would be able to infer what level of technology we possessed and our manufacturing capability. It would be more difficult to discover what we used computers for or how prevalent they were. This can be a difficult task so it may be worth working through the above example with the students. Give the groups a set time limit to consider the different possibilities.When the time limit has elapsed have the students consider what knowledge is lost. Again, imagining the room was excavated in a thousand years by people who had limited knowledge of our lives, what is lost by the decomposition of organic material? For example, if all the books decomposed archaeologists of the future would not know the sort of reading material we engaged with. Therefore they wouldn’t know how widespread literature is in our culture and whether it was common for everyone in society to be able to read or just a privileged few. Ensure students know that this is a simple thought experiment and there are no right or wrong answers; as such they can have fun with the implications of the questions.Have the class share their answers and discuss any interesting points.Finally show the hurdle to the class. Ask ***What are they used for?*** Some answers may include fencing or walls for buildings etc. Finish by explaining that they could have been used in ways we have yet to discover because little evidence has survived. Ask ***What outlandish uses can you think of for a hurdle?*** (I have heard a lot of different answers to this question ranging from early cricket wickets to umbrellas - encourage the students to be creative). Explain that sometimes the most exciting thing about archaeology is that even a small find can radically change our understanding of life in the past. |
| **Information Sheet** |
| * Every object in the loans box has an information sheet that accompanies it.
* This activity is included in each object lesson.
* Different ways of working through the information has been detailed below in the teaching notes section. Choose whichever fits the composition and abilities of your class.
 |
| Hand out the Hurdle object sheet. Using one of the activity ideas shared in the teaching notes at the bottom of these plans, have the students read the information and share it within their groups. (1)Once they have shared the information the groups are to complete one of the activities included in the teaching notes section at the bottom of these plans. (2)These are just some suggestions for creating an activity based on the individual objects. Feel free to alter the activities however you wish. You could also have the class produce a piece of writing, answer essay questions, take part in a debate or produce some form of presentation based on the information shared in the information sheets. |

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| **Lead Seals** | **50 minutes** |
| **Learning Intentions** | **Resources and Essential Reading** |
| To develop an understanding of international trade through history.To explore the developing globalisation of industry. | Resources:Objects: Lead seals box (Box 3. Note, the small box with the seals does not open)Information Sheets: Lead Seals object sheetOther Resources: Map of Europe, Image of wax letter seal, ARCH Lead Seals and Ropemaking workshop video [[link](http://www.archhighland.org.uk/experimental-archaeology.asp)], ARCH Lead Seals and Ropemaking blog post [[link](http://www.archhighland.org.uk/experimental/lead-seals-and-ropemaking)], *A Brief History of Hemp in the UK*, on the UK Hemp Association website [[link](https://www.ukhemp.co.uk/articles/a-brief-history-of-hemp-in-the-uk)] |
| **Lesson Plan**  |
| * These seals show early evidence of globalisation as trade was conducted across the world.
* Seals were often discarded and have been found in fields around Cromarty for this reason.
 |
| Show the students the box containing the lead seals (note that the seals are not for handling individually, as they are made of lead). Ask ***What do they look like?*** The seals look little like coins. Have the students look closely at the seals and discuss what can be seen. Explain to the class that it is a lead seal and ask these questions: * ***Have you ever seen a seal?***
* ***Where have you seen one?*** (Show an image of a wax letter seal on the board)
* ***What might a seal be used for?***

Effectively seals are a way of guaranteeing authenticity or privacy. When the queen uses a wax seal on a letter it shows the recipient that it has come personally from the queen. When you open the letter you “break the seal”.Hand the box to a student and ask them to look closely at the seals. Ask ***What do you see?*** There are letters stamped onto the lead seal. These letters provide information about the quality and origin of the objects the seals were attached to.As a think-pair-share exercise, ask the class the following two questions:* ***What do you think was being transported?***
* ***Where do think it might have come from?***

Explain to the class that the seals were attached to objects traded internationally in the 1700s and 1800s. The seals in the box are replicas of the type often found in Cromarty and other areas in Scotland. The above questions are just to stimulate conversation about possible trade in the past.Show a map of Europe on the board. Ask a student to point out the Baltic sea. Explain that the seals are replicas of those sent from Russia attached to bales of flax and hemp. These bales were shipped over sea to the UK and in the case of our artefact, to Cromarty. The seals are an example of increasing globalisation of trade.Divide the class into pairs. The idea of the next exercise is to provide two sources of information efficiently. The first student of the pair will watch the ARCH Lead Seals and Ropemaking Workshop video ([link](http://www.archhighland.org.uk/experimental-archaeology.asp)) and read the ARCH Lead Seals and Ropemaking blog post [[link](http://www.archhighland.org.uk/experimental/lead-seals-and-ropemaking)]. They will need to make notes and summarise the key points of both pieces of information to then be shared with their partner. The second student of the pair will read *A Brief History of Hemp in the UK*, on the UK Hemp Association website [[link](https://www.ukhemp.co.uk/articles/a-brief-history-of-hemp-in-the-uk)] - it is also accessible from the above ARCH blog post. Again the article is to be summarised and then shared with their partner.When the partners have shared their summaries you can then have some students share their summaries with the whole class. Others can then add any additional details that haven’t yet been covered. Using this method, most of the information should be summarised fairly consistently. |
| **Information Sheet** |
| * Every object in the loans box has an information sheet that accompanies it.
* This activity is included in each object lesson.
* Different ways of working through the information has been detailed below in the teaching notes section. Choose whichever fits the composition and abilities of your class.
 |
| Hand out the Lead Seals object sheet. Using one of the activity ideas shared in the teaching notes at the bottom of these plans, have the students read the information and share it within their groups. (1)Once they have shared the information the groups are to complete one of the activities included in the teaching notes section at the bottom of these plans. (2)These are just some suggestions for creating an activity based on the individual objects. Feel free to alter the activities however you wish. You could also have the class produce a piece of writing, answer essay questions, take part in a debate or produce some form of presentation based on the information shared in the information sheets. |

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| **Viking Ring Money** | **45 minutes** |
| **Learning Intentions** | **Resources and Essential Reading** |
| To explore the use and benefits of silver ring money in Viking society. | Resources: Objects: Viking ring money (Box 3)Information Sheet: Viking Ring Money and Arabic Coins object sheet, When? Vikings, Timeline, Additional image: Map of Viking Europe |
| **Lesson Plan**  |
| * Ring money allowed for a relatively consistent “currency” across the Viking world (an extensive area of the globe).
* Ring money was occasionally decorated and worn on one’s person, an interesting contrast to life today.
 |
| While this lesson is stand-alone it forms a natural progression to the Silver Coins lesson below and so works well in conjunction with it. This first part may be a recap if the students have already completed the Crafting Lesson Seven – Silver Working. Show the class the timeline. Show them the Viking period labelled on the timeline. As a class work out how long ago, roughly, the Viking era began and ended using the dates on the timeline.Next display a map of Viking Europe on the board. Explain that the Vikings settle and traded over a wide area that stretched from Scandinavia to Scotland, Greenland and even to North America. They raided areas as wide ranging as the Middle East and Northern Africa. Show these areas on the map. Explain that the Vikings ranged far and wide and engaged in a lot of trade. However, ask the class ***If they didn’t make their own coins how could they pay for things?*** Show the class the replica ring money from the box.Ask the class ***What talking points can you identify about the ring money?*** There are a wide range of possible answers but the main points to reinforce with the students are that ring money was made of silver, they were worn (therefore indicating that people wore their wealth, possibly as jewellery) and sometimes decorated – probably using metal punches to make indentations in the metal.Write the question ***Why did Vikings use silver, in the form of ring money, as a form of currency?*** on the board. Before the students answer explain that you need to break the question down into a few different parts:1. ***Why did Vikings use silver as currency?***
2. ***Why was it made into a bracelet form?***
3. ***Why was it decorated?***
4. ***How was the ring money used to pay for objects or services?***
5. ***What benefits did ring money provide?***

These questions can be completed as a research task. There are a number of ways this information can be shared. Below are some examples; choose whichever suits your class (or use a different method of your own choice):* Divide the class into groups of five (or as close to groups of five as possible). Have each student research the answer to one of the questions above and note down the answer. Have the groups share their answers.
* Either as an individual, pair or group-based activity, ask the students to create a short presentation based on the answers they gathered. The students could be tasked with researching all the questions or just one. Explain the importance of citing their sources in their presentation. Have some of the students present their answers.
* Have the students answer the questions in a written form based on their research. Again explain the importance of citing their references.
 |
| **Information Sheet** |
| * Every object in the loans box has an information sheet that accompanies it.
* This activity is included in each object lesson.
* Different ways of working through the information has been detailed below in the teaching notes section. Choose whichever fits the composition and abilities of your class.
 |
| Hand out the Viking Ring Money and Arabic Coins object sheet. Using one of the activity ideas shared in the teaching notes at the bottom of these plans, have the students read the information and share it within their groups. (1)Once they have shared the information the groups are to complete one of the activities included in the teaching notes section at the bottom of these plans. (2)These are just some suggestions for creating an activity based on the individual objects. Feel free to alter the activities however you wish. You could also have the class produce a piece of writing, answer essay questions, take part in a debate or produce some form of presentation based on the information shared in the information sheets. |
| **Silver Coins** | **45 minutes** |
| **Learning Intentions** | **Resources and Essential Reading** |
| To be able to explain the production of Medieval coins.To understand the progression of Medieval currency.  | Resources: Objects: Medieval coin die and coinsInformation Sheets: Medieval Coin Die and Coins object sheet, CT Creating Coins and Seals Other Resources: A4 Paper, modern coins, ARCH Medieval Coinage Workshop video [[link](http://www.archhighland.org.uk/experimental-archaeology.asp)], ARCH Medieval Coins blog post [[link](http://www.archhighland.org.uk/experimental/medieval-coinage-workshop)] |
| **Lesson Plan**  |
| * The coins minted by Alexander III were the first to be created in the Highlands of Scotland.
* The first coins to be minted in Scotland were from around 1140, showing that the Scottish kingdom was powerful enough to begin minting its own coins.
 |
| While this lesson is stand-alone, it is a natural progression from Viking ring money and if possible it is worth teaching in conjunction with that lesson. Ask the class ***Imagine there was no money: no coins or notes. How would you pay for anything?*** The answers to this question might be very varied but essentially you are hoping the students come to the conclusion that you would have to swap things. It may be that some follow up questions are needed.If the class has completed the Crafting Lesson Seven - Silver Working this may be a recap. Arrange the class into small groups. Give each group one of the replica coins, an example of a modern coin and a piece of A4 paper. Have the groups identify the similarities and differences between each coin. Collate those ideas as a class.Show the class the dies used to mint the replica coins. Explain that a blank, or piece of sheet metal, is placed between the dies. A hammer is then used to strike the top of the dies which imprints the metal with the design. If sheet metal is used, it is then snipped out of the sheet.Show the students the ARCH Medieval Coinage workshop video [[link](http://www.archhighland.org.uk/experimental-archaeology.asp)]. Ask them to take notes based on the information Stuart Strong, the instructor, is delivering in the workshop. There is a lot of information to be gathered from this workshop video and too much to detail in this plan. Have the students share the key points they heard with a partner, and then collate their answers as a class.The next step of this lesson is a research exercise. The students are to answer the following questions using long format answers. The best place for students to start is the ARCH Medieval Coins workshop blog post [[link](http://www.archhighland.org.uk/experimental/medieval-coinage-workshop)] which provides further links to information on Medieval coins in the Highlands. The Medieval Coins object sheet will also provide information on the replica coins. Write these questions on the board for the students to answer. Remind the students to cite their sources, where appropriate.1. **When were the first coins minted in the Highlands and by whom?**

*Alexander III in the 1200s*1. **How were coins produced in the Medieval period?**

*Coins were minted using “dies” which, when the metal was placed between two dies and struck with a hammer, left an imprinted coin.*1. **What issues could erode confidence in currency in the Medieval period?**

*There are a wide range of possible answers but the most common is questions surrounding the purity of the silver or snipping pieces off the coin to provide enough metal to produce another coin.*1. **Why are coins minted in England found in the Highlands and the rest of Scotland?**

*Again there are a range of answers to this question. However, one of the major contributing factors was the capture of Carlisle by David I and its English mint. Coins struck at Carlisle then found their way to the Highlands. And, even when Scotland did mint their own coins, English coins still seem to have been accepted.*Briefly collate the class’s answers and discuss any interesting points that are raised. |
| **Information Sheet** |
| * Every object in the loans box has an information sheet that accompanies it.
* This activity is included in each object lesson.
* Different ways of working through the information has been detailed below in the teaching notes section. Choose whichever fits the composition and abilities of your class.
 |
| Hand out the Medieval Coin Die and Coins object sheet. Using one of the activity ideas shared in the teaching notes at the bottom of these plans, have the students read the information and share it within their groups. (1)Once they have shared the information the groups are to complete one of the activities included in the teaching notes section at the bottom of these plans. (2)These are just some suggestions for creating an activity based on the individual objects. Feel free to alter the activities however you wish. You could also have the class produce a piece of writing, answer essay questions, take part in a debate or produce some form of presentation based on the information shared in the information sheets.  |

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| **Iron Nail** | **50 minutes** |
| **Learning Intentions** | **Resources and Essential Reading** |
| To be able to describe the process of smelting iron.To identify the importance of iron working in the progression of technology through time. | Resources: Objects: Nails (Box 3)Information Sheets: CT Iron Working, Iron Nails object sheet Other Resources: *Blacksmithing - Iron Smelting and Forging a Poor Bloom* video [[link](https://www.youtube.com/watch?v=gPf08sFpNXA)], Ordnance Survey maps online [[link](file:///F%3A%5CARCH%20Projects%5Cexperimental%20archaeology%5Cloan%20boxes%5CTeaching%20Materials%5CLesson%20Plans%20CURRENT%20workings%5CItem%20Lessons%20-%20New%20Format%5Cmaps.nls.uk)], ICT equipment  |
| **Lesson Plan** |
| * Iron nails are instantly recognisable for most students.
* While a seemingly innocuous object their impact and importance as a technological advancement far exceeds their small size.
 |
| Show the class the two iron nails, the replica square section nail and the genuine corroded iron nail. Ask the class ***What are these for?*** While the answer to this question seems obvious and to some degree it is, it is included to start students considering the larger context of nails. Follow this question up with ***What different ways are nails used today?*** This could be completed as a paired activity. Collate the answers. Finish this section with the question ***We use nails for a lot of different purposes. What do you think was used before iron nails such as these?*** Whether they find the “correct” answer is unimportant. Explain that nails are another technological step that allowed people to produce more complex permanent structures, attach horseshoes and build bigger boats. While it seems small and innocuous to us, the iron nail is another essential step in technological development.Show the corroded nail. Ask the students ***What has happened to this nail?*** It has corroded leaving a coating of rust. Follow up with the question ***Why might this be a problem for archaeologists?*** The objects tend to be poorly preserved and difficult to identify. Explain that an x-ray can be used to “see” beneath the rust and give a better idea of the general shape of the object (an example is shown on the object sheet).Share the CT Iron Working information sheet with the class. Divide the class into groups of four. Number the students in each group from one to four. Number one is to read, and subsequently summarise, the first two paragraphs. Number two is to read the third paragraph, number three is to read the fourth paragraph and number four the fifth paragraph. Once the students have read their section they are to summarise the important points they have read (in numerical order). Explain to the students that they are going to watch a video demonstrating the iron working process. This video shows how long and repetitive it is to produce a piece of usable iron. The time stamps for the video are included below. The video shows that smelting iron is not always entirely successful as the end product is not quite what the blacksmith hoped. The video is titled *Blacksmithing - Iron Smelting and Forging a Poor Bloom’;* the [link](https://www.youtube.com/watch?v=gPf08sFpNXA) is included below (please note this video was produced by a third party in no way affiliated with ARCH. While this video is considered safe for a classroom environment it is no way an endorsement of any other videos on the channel or its associated content).***Blacksmithing - Iron Smelting and Forging a Poor Bloom*****0:00 -** Preparing the furnace.**0:33 -** Adding the powdered iron oxide (iron ore) to the furnace.**1:02** - Example of bellows used to build heat in the forge by providing airflow over the charcoal.**1:52** - Airflow removed from furnace.*These first two minutes highlight the information provided in the first two paragraphs of the information sheet. When the airflow is removed and charcoal tampered down, a “bloom” is formed.***2:50** - “Bloom” removed from the furnace.**3:05** - Initial hammering to remove major impurities.**3:58** - Showing the largest piece formed in the furnace.**4:10** - Forging the iron. This is a long process of repeated hammering and heating. You can see the gradual reduction in size of the iron as impurities are removed over time.**5:26** - Beginning to shape the iron.*The process of working the iron takes a long time and this video does a good job of showing the effort that is involved to produce even a small piece of useable iron.***8:29** - Showing the final piece of iron which can then be worked further to create objects such as nails.***OPTIONAL****: At this point you could ask the students to research the chemical process taking place in the furnace that produces the “bloom”. There are a lot of websites out there that explain the chemical process. The students could then present their findings to the class. The same task can also be carried out for the process of corrosion; however, the students’ prior knowledge may mean they are familiar with the chemical processes involved.****OPTIONAL****: As the use of iron became more widespread, especially in relation to agriculture, the local blacksmith became ever more important in the community. They were able to produce and repair iron tools and equipment. However, it was a specialist skill with smiths completing many years as an apprentice before becoming a blacksmith. It is worth explaining the above to the students and as a research exercise asking them to complete the following questions using long format answers and by citing their sources.*1. ***How would someone become a smith?***
2. ***What was the role of a smith?***
3. ***What tools would they use?***
4. ***Where would you find a smith?***

*Using the answers to these questions and further research you could finish with a final essay question which requires the students to use their current knowledge to construct an essay type answer:* ***How important were smiths in Medieval Scotland?***Finally, you could finish by showing the students an Ordnance Survey map of Conon Bridge (just north of Inverness and Muir of Ord) dating from 1881. It can be found on the NLS website ([link](https://maps.nls.uk/)), click the “Find by Place” link, find Conon Bridge, click on the square and choose the map from the results on the right hand column. On the map can be seen two smithies showing the importance of the blacksmith even in the 19th century. There are also examples of foundries in Inverness. Ask the students to find their local town and see whether they can find further examples of smithies in their local area.  |
| **Information Sheet** |
| * Every object in the loans box has an information sheet that accompanies it.
* This activity is included in each object lesson.
* Different ways of working through the information has been detailed below in the teaching notes section. Choose whichever fits the composition and abilities of your class.
 |
| Hand out the Iron Nails object sheet. Using one of the activity ideas shared in the teaching notes at the bottom of these plans, have the students read the information and share it within their groups. (1)Once they have shared the information the groups are to complete one of the activities included in the teaching notes section at the bottom of these plans. (2)These are just some suggestions for creating an activity based on the individual objects. Feel free to alter the activities however you wish. You could also have the class produce a piece of writing, answer essay questions, take part in a debate or produce some form of presentation based on the information shared in the information sheets. |

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| **Plenary** | **5 minutes** |
| **Two Important facts that I have Learned** (5 minutes) | Resources: None |
| * This plenary is an easy way to have students reflect on the things they have learnt during the lesson.
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| As *a think-pair-share* exercise, ask the class ***What two things did you learn during this lesson?***Share their answers with their partner.Form the pairs into small groups and have each pair share answers with the other members of the group.Finally ask for volunteers to share their answers with the class and see how many different things the class can come up with. |

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| **Additional Teaching Notes** |
| **(1) Co-operative learning techniques for sharing the information** |
| Below are a series of different methods for facilitating students to share information. Simply choose one that you feel will work most effectively with your class. Or use a different technique of your preference.All of these techniques require mixed ability groups but ensure that students who struggle to read can be supported by their peers, classroom or student support assistants or their class teacher.1. Number the students within their small groups. Divide the text into sections equal in number to the members of the group. For example, if you have groups of four (avoid using bigger groups if possible) divide the text into four sections. Spread the sections around the room. Send the number ones from each group to one section, the number twos to the next section and so on. Allow the students time to read their section (or have it read to them if you have any reluctant or struggling readers in the class). If you make sure the students who struggle with reading all have the same number within their group it is easier to differentiate the task. Once the students have read their section they return to their group and summarise what they have read.
2. Number the students within their small groups. Split the writing into sections (equal to the number of students within each group). Give each student a section of the information in order; number ones should have the first section of information. Number one reads out their information, number two then summarises the text. Number two then reads their section and number three summarises the information and so on.
3. This activity is similar to the first example, however it makes use of a graffiti board (a piece of paper split into sections equal in number to the number of students in the groups) to share the information. Organise the class in the same way as the first activity in this list. When the class are reading their section they are to try to memorise the important information in the passage; once they have memorised their section they are to stand. Once everyone is standing return the students to their home group. When they arrive they are to record the key information on the graffiti board.

These are just three examples of some co-operative style reading activities. However, this information can be shared whichever way you like. It can be incorporated into a guided or shared reading exercise, a comprehension exercise or simply an individual activity. The above are only intended to be ideas for sharing the information quickly and efficiently in a busy classroom. |
| (2) **Activities using the information.**  |
| Below are a series of activities making use of the information learned during the lessons. **Information Quiz**Each person is to come up with a reasonable number of questions based on their reading, ensuring they record the answer as well.When the groups have created their questions collate them into a whole class quiz. With the students working in their groups, run the quiz. Keep a note of which questions came from which group as they aren’t allowed to answer their own.To provide further challenge, instead of creating quiz questions the students can come up with longer format questions that require a paragraph to answer (either written or spoken). You can then collate the questions and spread them between the groups.**Information Poster**This activity can be completed in a number of ways but when working as a group it is important that each student is given a responsibility. That can either be through their role or by splitting the poster into sections.If using roles each student needs a specific responsibility within the group. These could be the following: * Stockist - the student who fetches the different materials the group needs, therefore the only one out of their seat at any one time (handy for reducing student movement around the classroom on an activity like this).
* Time Keeper - the student who keeps an eye on the time and ensures the job is completed.
* Copy Writer - the student who has responsibility for spelling and proofing of all the text on the poster.
* Manager - the student who ensures that the entire group has something to work on, as well as their assigned responsibilities. This student also makes the final decision if there is a disagreement.

These jobs are just examples. You can use whatever you feel will work with your class as long as every student has a role within their group. If splitting the poster into sections, the best method is to divide a large piece of paper into four and have each student work on their own section. You can also use different colours of paper that are then combined for a final product. This method has some benefits, as it is easy to see which student has completed the work and who has struggled or opted out of the activity. However, rather than a group piece it is a more individual task. Choose whichever method you feel will benefit your class.**Presentation**Similar to the poster above, the only difference being the presentation is shown to the class and usually (but not always) has an ICT component to it. Again similar to the poster above, it is important to make sure each student has a role within the group. Either give them a personal responsibility within the group (such as the suggestions above) or give them sole responsibility for a section of the presentation based on the information they have read.How you run the activity is up to you. However, it is worth setting a rule that students are not allowed to read information from their presentation (through whatever medium that turns out to be). Otherwise students have a tendency to copy text onto their presentation and simply read it out loud.**Infographic**An infographic is similar to a poster but relies much more on images to convey the information. This can be difficult for students who aren’t familiar with creating these types of texts as they require a certain style. One of the best ways to encourage creative use of images is to impose a word limit, which alters depending on the amount and type of information being presented. Between one and two hundred words is a sensible limit. Secondly, have the students create a central image that represents the whole piece and branching images derived from that key picture.In terms of classroom organisation, it is similar to the poster above. Ensure each student has an area of responsibility, either through their role within the group or through what sections they are completing on the work. An infographic gives the opportunity for creative and artistic students to focus on a central image while others work on the surrounding images or text.**Additional Ideas:**Below are a range of ideas which students can complete following these lessons. Some are individual and some are group-based tasks:* Design a “pamphlet” about the object. Using what has been learnt during the lessons, a picture of the object and additional further research the student completes an informative pamphlet about the object for people visiting the area.
* Answer long format interpretive questions about the object. This is a precursor to essay writing and an opportunity to use four part paragraphs. For example, they could discuss ‘What benefits did the barbed and tanged arrowhead provide over the leaf shaped arrowhead?’
* Complete further research and share their findings with their group or the whole class.
* Questions and answers. Collate any questions the class has about what they have learnt in the lesson. Pose those questions to other students and have them research and then feedback any possible answers. This sometimes requires the questions to be “rewritten” to make them more accessible for the whole class.
* Crafting sessions. In some cases it is possible to try and replicate the crafts on show, such as with the carved stone ball or the pottery. However, they are often long processes and the results will vary. ***Additionally it is important to note that all crafting activities related to the objects in the boxes require proper protective equipment and a full consideration of the risks involved.***
 |
| **Links and Further Information** |
| Further information regarding the different crafting workshops delivered by ARCH, through which all the objects were sourced for the boxes, can be found at the following link. You will find an edited version of a video for each workshop and a blog post which has links to videos, images, books and other resources. A worthwhile resource if you, or the students in you class, wish to learn more.ARCH Experimental Archaeology Project: <http://www.archhighland.org.uk/experimental-archaeology.asp>Other resources mentioned in the lessons:*A Brief History of Hemp in the UK*<https://www.ukhemp.co.uk/articles/a-brief-history-of-hemp-in-the-uk>Blacksmithing - Iron Smelting and Forging a Poor Bloomvideo [2:42]<https://www.youtube.com/watch?v=gPf08sFpNXA>National Library of Scotland Maps website [maps.nls.uk](file:///D%3A%5CDocuments%5CARCH%5CARCH%5CLesson%20Plans%5CObject%20Lessons%5CFinal%5Cmaps.nls.uk) |

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