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| **Lesson One: Survival** | |
| Lesson One is an introduction to all the items contained within the boxes. For this lesson you can use all the boxes together or individual ones on their own, but the greater the variety of objects and periods studied, the more understanding pupils will gain from the lesson. It tasks the pupils with exploring what is needed to survive and how people in the past found food, shelter, water, heat and clothing. It also challenges the misconception that prehistoric people were just trying to survive by exploring decorative objects or jewellery. Finally it allows the pupils to start to handle the objects and get a sense the differences between the past and the present. | |
| **Curriculum Links - Social Subjects (People, Past Events and Societies)** | |
| Experiences and Outcomes | Benchmarks |
| **I understand that evidence varies in the extent to which it can be trusted and can use this in learning about the past. SOC 1-01a**  **By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways in which we remember and preserve Scotland’s history. SOC 1-02a**  I can use evidence to recreate the story of a place or individual of local historical interest. SOC 1-03a  **I can compare aspects of people’s daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting. SOC 1-04a**  Having selected a significant individual from the past, I can contribute to a discussion on the influence of their actions, then and since. SOC 1-06a | * **Identifies the difference between a more and less trustworthy source.** * **Draws a short timeline and can locate two or more events on the line in the correct order.** * Uses information learned from sources to relate the story of a local place or individual of historic interest though media such as drawings models or writing. * **Draws comparisons between modern life and life from a time in the past.** * Names a figure from the past and comments on their role in events. |
| **Wider Curricular links** | |
| **Technologies (Exploring uses of materials):**  I can recognise a variety of materials and suggest an appropriate material for a specific use. **TCH 1-10a** | |

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| **Learning Objectives** |
| I can suggest uses for an object by looking at the material it is made from, its features and properties. |
| I can place objects within an historical timeline. |
| I can describe the basics needs of humans for survival. |
| I can describe how objects relate to basic human needs. |

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| **Resources and Suggested Reading** |
| **Required Resources - Supplied in the boxes or from ARCH website** |
| Objects: Objects from all boxes  Information Sheets: Object information sheets for any objects used, Timeline  Lesson Resources: Object List, Survival Element Labels, Object Picture Set |
| **Additional Required Resources** |
| Post-it notes |
| **Essential Reading - Information sheets supplied in the box or from ARCH website** |
| None essential for this lesson |
| **Suggested Additional Reading - Information sheets supplied in the box or from ARCH website** |
| When? Mesolithic, When? Neolithic, When? Bronze Age, When? Iron Age, When? Pictish, When? Early Historic and When? Vikings and Norse |

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| **Introduction** | | | **20 minutes** |
| **What are they?** (10 minutes) | Resources: Objects from all boxes, Post-it Notes | | |
| * To begin with it is important to have the pupils simply explore the objects and have the time to look closely at them. * Encourage the pupils to look rather than touch (the objects can be handled but just using their eyes challenges them to move around the object rather than simply lifting it - obviously this doesn’t apply to pupils with a visual impairment). **Some of the objects are extremely sharp and therefore not appropriate to be handled. These objects can be displayed within their plastic box**. | | | |
| Space the objects around the room. Display the questions ***What are the objects used for?*** and ***How can you tell?***on the board.  Divide the class into pairs and assign each pair to an object. Instruct them to look at the questions on the board and try to answer them for the object they are looking at.  Have the pupils record their answers using post-it notes and stick it next to the object. Move the pairs around to another object. This can be completed as quickly or slowly as you wish for as long as you feel it is useful.  Emphasise the ***How can you tell?***question and encourage the pupils to look closely at each object. | | | |
| **Timeline (OPTIONAL)** (10 minutes) | | Resources:  Objects: objects from the boxes  Information Sheets: Timeline  Lesson Resources: Object List or Object Summaries | |
| * Using the timeline is a great way for pupils to visualise an object’s place in history. * Some pupils really struggle when using timelines and so it provides a quick assessment opportunity for you to check their understanding. | | | |
| Keeping the pairs from the previous activity, explain that they now need to consider how old the objects are.  Display the timeline; take the time to go through each time period and how long ago it was. The Mesolithic and Neolithic may confuse some pupils but you can simplify them by explaining they fell before the wholesale adoption of metals in Britain.  Ask each pair to consider where their object may fall on the timeline and then bring it out and physically place it on the timeline. As each pair places their object on the timeline, discuss their reasoning for their choice. A list of the objects, in chronological order, has been provided in the box. | | | |

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| **Main** | | | **45 minutes** |
| **Elements of Survival** (15 minutes) | Resources: None | | |
| * The next task is designed to get the pupils thinking of how the objects from the box may have been used and why they would be useful. * Some pupils may start to make connections between the changing of technology as a response to the needs of prehistoric people. | | | |
| Explain to the class that one of the most important aspects of life in prehistoric times was to facilitate survival. A poor harvest, harsh winter or very dry summer could cause huge problems for people. They had to consider their needs carefully and plan ahead. There were no shops to nip to!  Begin by asking the pupils, as a *think-pair-share* activity, what they would do today if they needed clothes, food or somewhere to keep warm. Now ask ***What would you do before shops, modern houses and central heating?***  Ask the class ***What is necessary to survive?*** It may require a little discussion but hopefully the class will give the answers **shelter, heat, food, water** and **clothing,** display them on the board.  *OPTIONAL: At this point it may be interesting to discuss the order of importance of the above elements.*  Split the class into small groups and return to the objects used in the previous activities. Ask them ***Which object is the most useful for survival, and WHY?***Have the pupils consider their answer individually and then explain it one by one, to the group. You can then ask the groups to come to a consensus about which object is most useful.  For the above exercise you could use all the objects or reduce them to a smaller number, depending on the capabilities of your class. | | | |
| **Surviving in Prehistory** (20 minutes) | | Resources:  Objects: Axes (Box 1), other objects as desired Lesson Resources: Object Picture Set, Object List | |
| * By dividing the objects into those useful for survival and those with less practical purposes, it challenges the pupils to consider the lifestyles of people living in the past. | | | |
| The idea of this task is to split the objects into two groups: “essential” and “not essential” for survival. There are a number of ways to complete this with various levels of preparation and organisation involved.  First split the class into pairs. Hold up one of the axeheads and ask the pupils ***What is it?*** Ask the pupils ***Do you think it will help you survive?*** The pupils will hopefully recognise that the axe will be helpful in gathering wood. Follow up with the question ***Which element of survival will the axe help with?*** (heat).  Explain to the class that in their pairs they are going to organise the objects into two groups, those that will help you survive and those you could manage without. This could be completed in a few different ways:   * Give each group pictures of the objects (these are provided in the box and should be photocopied). Ask them to sort the pictures into two piles - as an extension the pupils could then write their reasoning for their choices on the back of the pictures. * Give each group a set of labels containing the names of each object and again, divide them into two piles.   When the groups have sorted the objects discuss their choices as a class. Following this discussion see if you can come to a whole class consensus and physically separate the actual objects into the items which are essential for survival and those that aren’t. Make sure to ask the groups to explain why they made the choices they made. | | | |
| **Decorative Objects** (10 minutes) | | Resources:  Objects: Carved stone ball (Box 1), Bronze sunflower pin, Bone pin, Bone dice (Box 2) and Antler comb (Box 3) | |
| * The next task focuses on the objects with no obvious immediate practical application and begins to challenge the misconception that survival was the only driving force in prehistoric people’s lives. | | | |
| Take the following objects: carved stone ball, bronze sunflower pin, bone pin, bone dice and antler comb.  Display these objects on a table. Allow the pupils to look closely at them. It is likely they have been taken from the ‘not essential for survival pile’ from the previous activity. Ask the pupils ***What do you notice about these objects?***Steer the group, if they don’t reach this conclusion themselves, that these objects all have some form of decoration on them.  Ask ***Will decorating objects help you survive?***This is a deliberately closed question. Explain that these decorations show us that prehistoric people were concerned with making objects look attractive.  Ask ***Do people today want decorated objects?*** The class should answer yes. Tell the class to find something they own (or a friend owns) in the classroom that is decorated - obviously things like rubbers or pencil cases will fit this description.  When they return with their object ask ***Why do we decorate possessions?***Answers to this question will vary but essentially the pupils will hopefully come to the conclusion that they want things to look nice. | | | |

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| **Plenary** | | **5 minutes** |
| **Favourite Object** (5 minutes) | Resources: None | |
| * Finishing with the class selecting their favourite object is always interesting. * The task will allow you to see which lessons may prove popular in the future. | | |
| Ask the class to think individually ***What is your favourite object?***  Then ask ***Why?***Collate their responses.  This activity can also be completed as a data handling exercise. Using post-it notes (or pencils, rubbers, sticky labels - anything visual), the pupils can place it next to their favourite object. Taking the top five or top ten most popular objects you can create a visual bar chart based on the pupils’ choices. This could be recorded through photographs or copied onto graph paper.  Finally, finish by sharing your favourite object and why you chose it. | | |

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| **Total Lesson Time: 1 hour & 10 minutes** |
| **Links and Further Information** |
| ARCH Experimental Archaeology Project:  <http://www.archhighland.org.uk/experimental-archaeology.asp>  In particular the blogs and videos for flint knapping, Bronze Age pottery, textiles, green woodworking, bone and antler working, and Bronze Age metalworking all contain information relating to survival. |

This Lesson Plan was written by Dave Peers as part of the Experimental Archaeology: Learning about Craft and Technology in the Past project, funded by Historic Environment Scotland and the Heritage Lottery Fund (now National Lottery Heritage Fund). ©ARCH.