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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 can use primary and secondary sources selectively to research events in the past. SOC 2-01a****I can interpret historical evidence from a range of periods to help build a picture of Scotland’s heritage and my sense of chronology. SOC 2-02a****I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society. SOC 2-03a****I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. SOC 2-04a**I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence. SOC 2-06a | * **Uses both primary and secondary sources of evidence in an investigation about the past.**
* **Places an event appropriately within a historical timeline.**
* Describes at least two ways in which past events or the actions of individuals or groups have shaped Scottish society.
* **Describes and discusses at least three similarities and differences between their own life and life in a past society.**
* Contributes two or more points to the discussion (in any form) as to why people and events from the past were important.
* **Places those people and events on a timeline.**
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| **Wider Curricular links** |
| **Technologies (Awareness of Technological Developments; Past, Present and Future):**I can investigate how product design and development have been influenced by changing lifestyles. **TCH 2-05a****Technologies (Exploring uses of materials):**I can recognise basic properties and uses for a variety of materials and can discuss which ones are most suitable for a given task. **TCH 2-10a** |

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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 boxesInformation Sheets: Object information sheets for any objects used, TimelineLesson Resources: Object List, Object Summaries, 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 the 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**.
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| 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 boxesInformation Sheets: TimelineLesson 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.
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| 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** | **1 hour & 5 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.
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| 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.Compare the answers of the whole class. |
| **Surviving in Prehistory** (20 minutes) | Resources: Objects: as many as desiredLesson Resources: Object Picture Set, Object ListOther Resources: Post-it notes |
| * 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.
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| The idea of this task is to split the objects into two groups: “essential” and “not essential” for survival. Pupils will work in small groups, consider the objects from the boxes and consider whether they are an object that is essential for survival or one that people could manage without. There are a number of ways to complete this which involve various levels of preparation and organisation. First split the class into small groups. Explain the task and make it clear that the pupils will need to justify their choices to other groups or the rest of the class.Then:* 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.
* Have each group write labels for each object on post-it notes and again, divide them into two piles.
* Rather than having the pupils physically sort the objects, ask the children to write the names of the objects into two lists (“essential” and “not essential” for survival). Display the Object list on the board for the pupils to use as a reference.
* Physically divide the actual objects into two groups as a whole class.

Whichever method you use, it is useful to display the actual objects somewhere prominent in the classroom throughout the process. The aim of the exercise should be for the class to discuss the reason why they think an object is useful for survival or not, and be willing to share it with the rest of the class.Each class will come up with different responses and the exercise doesn’t really have a right or wrong answer so encourage discussion and creative ideas. |
| **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.
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| 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 ***If you are only concerned about survival, would you take the time to decorate objects?***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?***Again 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. *Optional: At this point you can show the class the pictures of polished stone axes. This process would take over sixty hours to complete and gave no practical benefit - it is more likely linked to more ceremonial uses. Therefore it is not useful if thinking solely about survival and further highlights the wider context of the lives of people in the past.* |
| **What are they used for?** (20 minutes) | Resources: Survival Element Labels |
| * Following on from the survival exercise, this next task asks the pupils to think about the purpose of each object.
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| Place the elements of survival (shelter, heat, food and clothing) on display.Divide the objects the class identified as those needed for survival between the groups. Explain that as a group they need to discuss what element of survival their object might be used for. Some objects might have many uses, but in those cases the pupils can decide which might be the most common usage. For example, while an axe could be used for butchery its primary purpose is the felling and chopping of lumber.Once the group decide on where an object should go, they place the object on that survival element label. Once again, inform the class that they will have to explain their reasoning.Once the objects have been sorted, discuss how they have been categorised as a class. |

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| **Plenary** | **10 minutes** |
| **Any Questions?** (5 minutes) | Resources: Post-it notes |
| * As it is the first lesson, and the first time the pupils will have seen the objects, it is worth allowing them the time to pose any questions they may have
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| Give each pupil some post-it notes and ask them to write down any questions they may have thought of during the lesson. Collate the questions on the board. |
| **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.
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| 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 & 35 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.  |

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