|  |
| --- |
| **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 students will gain from the lesson. It tasks the students 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 students 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 my knowledge of a historical period to interpret the evidence and present an informed view. SOC 3-01a****I 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 3-04a**I 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.**
 |
| **Wider Curricular links** |
| **Technologies (Awareness of Technological Developments; Past, Present and Future):**I understand how scientific and technological developments have contributed to changes in everyday products. **TCH 3-05a****Technologies (Exploring uses of materials):**I can explore the properties and performance of materials before justifying the most appropriate material for a task **TCH 3-10a** |

|  |
| --- |
| **Learning Objectives** |
| I can suggest uses for an object by looking at the material it is made from, its features and properties. |
| I can use a historical timeline to show development of technologies. |
| I can describe the basics needs of humans for survival and understand the link between survival needs and the development of technologies. |
| I can describe how objects relate to basic human needs. |

|  |
| --- |
| **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, 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 |

|  |  |
| --- | --- |
| **Introduction** | **15 minutes** |
| **What are they?** (10 minutes) | Resources: Objects from the boxes, Post-it Notes |
| * To begin with it is important to have the students simply explore the objects and have the time to look closely at them.
* Encourage the students 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 students 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 students 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 students to look closely at each object. |

|  |  |
| --- | --- |
| **Timeline (OPTIONAL)** (5 minutes) | Resources: Objects: objects from the boxesInformation Sheets: TimelineLesson Resources: Object List or Object Summaries  |
| * Using the timeline is a great way for students to visualise an object’s place in history.
* Some students 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.Layout the timeline in the classroom. Hand an object to each pair and ask them to consider where their object may fall on the timeline. Once the students have made a decision they then physically place the object on the timeline. As each pair places their object, discuss their reasoning for their choice. A list of the objects, in chronological order, has been provided in the box.. |

|  |  |
| --- | --- |
| **Main** | **40 minutes** |
| **Elements of Survival** (10 minutes) | Resources: None |
| * The next task is designed to get the students thinking of how the objects from the box may have been used and why they would be useful.
* Some students 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 students, 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 students 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.Compare the answers of the whole class. |
| **Surviving in Prehistory** (10 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 students 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. Students 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 students 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 students 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 students physically sort the objects, ask the students 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 students 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.
 |
| 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 students 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 students ***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 living in modern times want decorated objects?***Again the class should answer yes. Follow up with the question ***why do we decorate possessions?*** The answers to this question may vary, but essentially you are hoping they offer suggestions such as, personal preference, status, to show off, aesthetically pleasing and so on.*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?** (10 minutes) | Resources: Survival Element Labels |
| * Following on from the survival exercise, this next task asks the students to think about the purpose of each object.
 |
| Place the elements of survival (shelter, heat, food and clothing) on display. Arrange the class into small groups.Divide the objects the class identified as those essential for survival in an earlier activity between the groups. Explain that as a group they need to discuss what element of survival their object might be used for and give a reason why this is the case. Groups will likely have more than one object and are to discuss each object thoroughly and then make a collective decision. Warn the groups that ALL students will need to be able to explain why a certain decision was made as you will ask random students to explain their answers. Some objects might have many uses, but in those cases the students can decide which might be the most common usage. For example, while an axe could be used for butchery its primary purpose was 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 categorised, discuss how they have been sorted, as a class. |

|  |  |
| --- | --- |
| **Plenary** | **10 minutes** |
| **Any Questions?** (5 minutes) | Resources: Post-it Notes |
| * As it is the first lesson, and the first time the students will have seen the objects, it is worth allowing them the time to pose any questions they may have
 |
| Give each student 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.
 |
| 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 students 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 students’ choices. This could be recorded through photographs or copied onto graph paper.Finally, finish by sharing your favourite object and why you chose it. |

|  |
| --- |
| **Total Lesson Time: 1 hour & 5 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.