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| **Lesson Two: Technology Through Time** | |
| The following lesson focuses on the progression of technology in the modern world and throughout history. In this lesson the pupils will be considering what has changed in their lifetime and that of their parents. They will then go on to explore the change in technology from the Mesolithic all the way through to the Vikings. Using these learning points the pupils will be better placed to understand why modern technology moves so fast and what drives that force of change. | |
| **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 (Awareness of Technological Developments; Past, Present and Future):**  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 compare and contrast life today with life in the past. |
| I can identify how product design has changed over time and make suggestions of reasons for those changes. |
| I can place objects within an historical timeline. |

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| **Resources and Suggested Reading** |
| **Required Resources - Supplied in the boxes** |
| Objects: Selected objects from Box 1, 2 and 3 (see individual activities)  Information Sheets: Timeline. When? Mesolithic, When? Neolithic, When? Bronze Age, When? Iron Age, When? Pictish, When? Early Historic, When? Viking and Norse  Lesson Resources: Object List |
| **Additional Required Resources** |
| Wool, scissors, A3 paper |
| **Essential 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, When? Viking and Norse Information sheets |
| **Suggested Additional Reading - Information sheets supplied in the box or from ARCH website** |
| No suggested additional reading |

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| **Introduction** | | **5 minutes** |
| **How Have Things Changed?** (5 minutes) | Resources: None | |
| * This introduction is a simple starter designed to get children thinking about their own lives and how they differ from their parents. * The success of this task will depend on the pupil’s prior knowledge of technologies in the past; some classes may need to be shown examples of past technologies. | | |
| As a *think-pair-share* activity ask the pupils ***What do you have which your parents did not?***They may need some prompting but will hopefully come up with examples such as games consoles, mobile phones, social media etc.  Again, using *think-pair-share* follow up with the question ***Why do things change?***The answers will be varied but in the end the goal is to have the pupils think that as technology improves, things change over time to respond to people’s needs. | | |

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| **Main** | | | **40 minutes** |
| **Timeline** (20 minutes) | Resources:  Objects from Box 1, 2 and 3  Information Sheets: Timeline, Object List  Other Resources: wool, scissors | | |
| * Having completed a timeline in the previous lesson, this task is simply a recap of their learning while also extending the concept. | | | |
| Clear the tables to the side to leave a large space in the middle of the room. Lay the timeline across the floor.  As a recap, select the following objects from Box 1, 2 and 3 and, working in pairs, have the pupils place them where they think they belong on the timeline (please keep the smaller objects in their boxes to protect them from damage):  **Box 1:** Stone/Flint axes, leaf shaped arrowhead, scraper, carved stone ball, barbed and tanged arrowheads, bronze axe, beaker pot.  **Box 2:** Cordage, woven belt, wooden spoon and bowl, bronze sword, bone pin, bronze sickle, bronze sunflower pin.  **Box 3:** Antler comb, Viking ring money and Arabic coins, replica silver coins.  You don’t have to use all the above objects but they give a general flavour of what is in the boxes. Once the pairs have placed the objects on the timeline discuss and alter the placement as necessary (the pupils are aiming to place the objects in the correct era).  There is a timeline in each box so if you have a large class and need more than one you can use all three.  Select a few interesting objects and place a length of wool or string stretching from when the object was first thought to have been used (on the provided Object List or on individual object information sheets) to the time when it was no longer used. Repeat this with a range of items but make sure you include the pottery, wooden objects and bone and antler objects as these were used throughout history.  Ask the class ***Is there anything you notice that is really interesting?***Let the class share their answers and discuss. | | | |
| **Changing Technology** (20 minutes) | | Resources: Resources:  Objects: stone axes, bronze flat axes (Box 1), socketed axe (Box 2)  Other resources: paper | |
| * This is where the class starts to explore how technology changes through time. * Using the technological changes the pupils themselves have experienced should make it easier for them to relate to the changes in the past. | | | |
| Ask the class ***What do you use to listen to music?***Write their answers on the board.  Follow up with the question ***Does anyone own any CDs?***And finally ***Does anyone own any vinyl records?*** While one or two pupils (or their parents) may own some vinyl records some pupils may not know what they are. You could always show a picture on the board of a vinyl record.  As a *think-pair-share* task ask the class to come up with as many things as possible that were different in the past.  Arrange the class into small groups of three and four. Display these different technological areas on the board: Cooking, transport and computing.  Assign an area to each group and ask them to think of all the ways these areas have changed through history (for example we have progressed from horse and cart to electric cars).  Give each pupil an A4 piece of paper. Each pupil is to draw a series of pictures on the paper showing the progress of technology over time. As an example, focusing on transport, the pupils might draw a horse and cart, then a steam train followed by a car.  Have the groups share their drawings and explain them to the class.  Ask the class ***Why do these things change over time?***  Take the stone axes, bronze flat axes and the bronze socketed axe (it is worth noting that the socketed axe is a very sophisticated design, more sophisticated than modern axes which are similar to the bronze flat axe as hafting materials have improved significantly) and show them to the class.  Ask ***What has changed about these axes?***Material used and shape. Ask ***Why did these objects change?***Improving technology.  Explain that although technology moves very quickly today, that doesn’t mean things stood still in prehistory. | | | |

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| **Plenary** | | **10 minutes** |
| **The Future** (10 minutes) | Resources: None | |
| * This plenary task simply extends the pupils thinking into the changes that may be coming in their own lives, further reinforcing the idea of continuous change. | | |
| Write the word **transport** on the board and quickly recap the changes that have taken place over time.  Ask as a *think-pair-share* activity ***What do you think transport will be like in the future?*** Share their responses with the rest of the class.  Repeat with both **cooking** and **computing**. | | |

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| **Total Lesson Time: 55 minutes** |
| **Links and Further Information** |
| ARCH Experimental Archaeology Project:  <http://www.archhighland.org.uk/experimental-archaeology.asp> has videos and further resources relating to different technologies. |

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.