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| **Lesson Three: Stone Working & Flint Knapping** |
| This is the first in a series of lessons focusing on how these objects are made. The lesson makes use of a video produced by ARCH of a workshop delivered by an experienced flintknapper and it shows the skill and knowledge required to produce flint objects. While flintknapping is not a part of this lesson it is something the class could try. However, flint knapping is a difficult skill and proper protective equipment is needed and risks of injury need to be considered carefully before attempting it with a class. |
| **Curriculum Links - Social Subjects (People, Past Events and Societies)** |
| Experiences and Outcomes | Benchmarks |
| **I am aware that different types of evidence can help me to find out about the past. SOC 0-01a**I can make a personal link to the past by exploring objects or images connected with important individuals or special events in my life. SOC 0-02a**I have explored how people lived in the past and have used imaginative play to show how their lives were different from my own and people around me. SOC 0-04a** | * **Identifies at least two different types of evidence which can provide information about the past, for example, pictures, family stories, artefacts.**
* Recalls past events from their own life or that of their family, for example learning to ride a bike, a special party.
* **Recognises that people in the past lived differently.**
* **Uses knowledge of the past to demonstrate a difference between their life today and life in the past. For example, diet, lifestyle, clothing.**
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| **Wider Curricular links** |
| **Science (Materials):**Through creative play, I explore different materials and can share my reasoning for selecting materials for different purposes. **SCN 0-15a** |
| **Learning Objectives** |
| I can identify different materials. |
| I can describe and discuss similarities and differences between my life and that of ancient peoples. |
| I know that ancient peoples traded objects. |
| **Resources and Suggested Reading** |
| **Required Resources - Supplied in the boxes or from the ARCH website** |
| Objects: Box 1 objects, Antler comb (Box 3)Information Sheets: CT Stone Pecking, CT Flint Knapping, Additional image of Polished Neolithic Stone AxesLesson Resources: Object Summaries, Object List |
| **Additional Required Resources** |
| Hula Hoops |
| **Essential Reading - Information sheets supplied in the box or from ARCH website** |
| CT Flint Knapping, CT Stone Pecking |
| **Suggested Additional Reading - Information sheets supplied in the box or from ARCH website** |
| Object information Sheets: Microlith, Scrapers, Flint Blades, Stone Axes, Carved Stone Ball, Barbed and tanged arrowheads |

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| **Introduction** | **10 minutes** |
| **Flint or Not Flint?** (5 minutes) | Resources: Hula Hoops |
| * This task is a brief look at the differences between flint objects and those made from other types of stone and whether pupils are able to recognise them.
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| Stone working in relation to the objects in the boxes comes in two forms: those objects that are made of flint and those from other types of stone. Display all the stone objects and some other objects such as the bronze axes (Box 1) and the antler comb (Box 3). Place two hoops on the floor with the labels “flint” and “other types of stone or other materials”. Show the pupils a flint axe and place it in the flint hoop. Show each object and have the pupils divide them into artefacts made from flint and those that aren’t flint. You could allow the pupils to handle the flint objects. However, they can be extremely sharp (especially the blades) so it may be you choose to just show the pupils the objects. Ask them ***What do you notice about the flint objects?*** Have the pupils share their answers. |
| **What Are They?** (5 minutes) | Resources: Information Sheets: individual object sheetsLesson Resources: Object Summaries |
| * This task requires the pupils to look for clues to the objects’ uses - for example the sharp edges on the flint blades suggest they were used like a knife.
* Some pupils may find this difficult and will need support to generate ideas.
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| Form the class into pairs, spread a selection of objects from all three boxes around the room and allow the pairs to look at them closely.Ask the class ***What do you think it was used for?*** Have the pairsstand and move to another object, repeat the process with the same questions. Continue this for as long as you wish.Information about each object can be found in the sheets provided in the box or downloaded from the ARCH website. However, a summary of each object has been included in the box for ease. |

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| **Main** | **20 minutes** |
| **Axes** (10 minutes) | Resources:Objects: stone axes (Box 1)Information Sheets: Additional image of polished stone axes |
| * This is an exercise designed to encourage the pupils to consider where people in the past would have sourced their materials.
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| Show the pupils the flint axes and the sandstone axe in Box 1. Ask the class ***Which do you think would be better for chopping wood?***Experience shows that some children will believe the sandstone axe is better because it looks smoother and more uniform while others will think the flint axe because of how sharp the flint appears to be. In reality both are effective. Many axes were polished to a glassy smoothness (which could take over sixty hours to achieve) and wouldn’t be used but were for ceremonial purposes.Ask the pupils ***What do you really want for your birthday or Christmas?***Have the pupils either share their answers with a partner or with the whole class.Ask ***What thing, that you already own, would you be willing to swap for it?***Again, have the pupils share their answers with a partner or with the class.Explain that in the period these axes came from, there was no money. If you wanted something you had to trade for it or make it yourself. |
| **Treasure Hunt** (10 minutes) | Resources: None |
| * This activity is to get the class moving and thinking about different materials.
* It can be completed outside or in the classroom. Feel free to change the objects being searched for.
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| Explain to the class that they are going to go on a treasure hunt where they have to find something made of wood, something made from stone, something made from metal and something made from paper.You can complete this outside or inside, depending on your school grounds. If you are completing this in the classroom, gather the class together and arrange them into pairs. Give the pupils a short time limit and then have all the pupils find their objects and return them to the carpet. Discuss the objects they have found. If you are completing this outside, the process is the same but the pupils may need a little longer to complete the task.Choose two pupils with interesting objects. Ask one of them ***If you were living in prehistoric times, what would you do if you wanted someone else’s object?*** Hopefully they will remember that people traded things in the past. Finish by asking ***What would you offer in exchange?***  |

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| **Plenary** | **5 minutes** |
| **Favourite Object** (5 minutes) | Resources: Stone objects from Box 1 |
| * While the lesson plans are written in a specific order, they do not need to be followed to the letter. Finding out pupils’ favourite objects can be used to help choose which lessons to deliver.
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| Display the stone objects clearly. Ask the pupils ***What is your favourite object and why?*** Collate the answers as a class. |

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| **Total Lesson Time: 35 minutes** |
| **Links and Further Information** |
| ARCH Experimental Archaeology Project: <http://www.archhighland.org.uk/experimental-archaeology.asp>The flintknapping section has links to a video showing knapping taking place, and to a blog which has various other videos, photos and other on-line references.The Scottish Archaeological Research Framework (ScARF) panel reports in the Mesolithic, Neolithic and Bronze Age sections detail the current summary of state of knowledge (www.scottishheritagehub.com):[Mesolithic artefacts](http://www.scottishheritagehub.com/content/411-artefacts) [Neolithic Small knapped tools](http://www.scottishheritagehub.com/content/521-small-knapped-tools-such-scrapers-and-blades) [Neolithic Axeheads](http://www.scottishheritagehub.com/content/522-axeheads-plus-adze-heads-and-chisels) [Coarse Stone artefacts from the Neolithic](http://www.scottishheritagehub.com/content/523-coarse-stone-artefacts-neolithic) [Neolithic Special Stone Arefacts](http://www.scottishheritagehub.com/content/524-%E2%80%98special%E2%80%99-stone-artefacts-eg-carved-stone-balls-and-maceheads)[Flaked lithics of the Bronze Age](http://www.scottishheritagehub.com/content/432-flaked-lithics-bronze-age) [Bronze Age Coarse Stone Artefacts](http://www.scottishheritagehub.com/content/431-coarse-stone-artefacts) Wickham-Jones, C.R. and Collins, G. 1977-8. ‘The sources of flint and chert in northern Britain,’ *Proceedings of the Society of Antiquaries of Scotland* v. 109, pp. 7-21. This is available online at archaeologydataservice.ac.uk/archives/view/psas/volumes.cfm**Images**There is no one publication which features flint and other lithic tools from the Highlands. SCRAN ([www.scran.ac.uk](http://www.scran.ac.uk)) has a number of pictures of flint artefacts from all over Scotland (free access is possible for schools and many Scottish library accounts). For the Highlands these include:* [Neolithic arrowhead from Little Ferry,Sutherland](http://www.scran.ac.uk/database/record.php?usi=000-100-033-805-C&scache=2ybtk32oc7&searchdb=scran)
* [Bronze Age barbed and tanged arrowheads from burial at Culduthel, Inverness](http://www.scran.ac.uk/database/record.php?usi=000-000-136-604-C&scache=1ybs832oc6&searchdb=scran)

Highland Community Timelines: an exploration of the heritage of eight Highland communities by Susan Kruse (published by ARCH) illustrates a number of stone objects from the Highlands. This is available in the Highland library system.Other Videos:Making a stone axehead by James Dilley (3:45)<https://www.youtube.com/watch?v=VDJ5gJxheRo>How to make a prehistoric flint axe by James Dilley (3:18)<https://www.youtube.com/watch?v=ryMJ3c1gHuw&t=97s>Brandon Flint Knappers producing gunflints (4:34)<https://www.youtube.com/watch?v=7XPEoiY3NnI>Archive film from the 1940s talking about making gun flints**Other websites:**[James Dilley’s website](http://www.ancientcraft.co.uk) [www.ancientcraft.co.uk/](http://www.ancientcraft.co.uk/) has a number of resources relating to flint knapping. |

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