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| **Lesson Eight: Pictish Stone Carving** | |
| This lesson focuses on the Hilton of Cadboll stone, a very impressive three by one and a half metre carved stone. While the stone in the box is a much smaller carving based on part of the original stone (now in the National Museum of Scotland) it is still an impressive piece. The lesson is designed to give pupils a sense of what these carvings, which are huge investments of time, are trying to communicate. | |
| **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.** |
| **Wider Curricular links** | |
| **Expressive Arts (Art & Design):**  I can create and present work that shows developing skill in using the visual elements and concepts. **EXA 2-03a**  Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. **EXA 2-04a**  **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 understand that communication can take different forms. |
| I can discuss and explain the possible meanings of imagery and design. |
| I can observe and describe details of a design and apply these to extend the image. |

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| **Resources and Suggested Reading** |
| **Required Resources - Supplied in the boxes and from the ARCH website** |
| Objects: Pictish carved stone (Box 3)  Information Sheets: Pictish Carved Stone object sheet; Additional Images Hilton of Cadboll Cross Slab, Shandwick Pictish Cross Slab, Pictish Symbol Stones; Timeline  Lesson Resources: Charades cards, Road Sign Pictures |
| **Additional Required Resources** |
| Google maps, paper |
| **Essential Reading - Information sheets supplied in the box or from ARCH website** |
| Pictish Carved Stone object sheet |
| **Suggested Additional Reading - Information sheets supplied in the box or from ARCH website** |
| When? Pictish |

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| **Introduction** | | **15 minutes** |
| **Charades** (10 minutes) | Resources: Charades Cards | |
| * This introduction is active and is designed to remind pupils that not all communication is written or even spoken. | | |
| Play a game of charades with the class. Ask for a volunteer and hand them one of the charade cards. There are nine cards containing the following phrases:  I love hunting, Time to eat, I have long hair, Chopping wood, You are tall, Fire!, I am cold, Don’t go in there, Bear!  Have the volunteer try to act out the phrase on the card while the rest of the class try and guess what it is. If a pupil guesses the phrase, they can them come out and have a go using a different card.  After all the phrases have been used (or you want to push the lesson on), ask the class ***Do you always need words to say something?***  As a *think-pair-share* exercise ask the class ***What things can you think of that have a message but don’t use words?***There are a few different examples but they may struggle to come up with anything so may need prompting. Some examples are road signs, fire exits, toilet labels etc. You may even want to turn this into an exercise where you have the class try and find examples in the classroom or even around the school. | | |
| **Road Signs** (5 minutes) | Resources: Road Sign Pictures | |
| * Taking the theme of communication further, a brief consideration of road signs should cement that you don’t need words to communicate. | | |
| Show the class the pictures of common road signs and ask ***What do you think these road signs mean?***  Explain that symbols can carry a lot of information, especially if the person looking at them already has an idea of what they mean.  Tell the class that you are going to look at a Pictish carved stone with lots of potential messages for them to sort out. | | |

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| **Main** | | | **40 minutes** |
| **Hilton of Cadboll** **Stone** (10 minutes) | Resources:  Objects: Pictish carved stone (Box 3)  Information Sheets: Timeline, Additional images Hilton of Cadboll Cross Slab  Other Resources: Google maps | | |
| * The Hilton of Cadboll stone is an impressive carved object and always worth exploring. There is a huge array of potential discussion points about the carvings. | | | |
| Using google maps show the class Hilton on Seaboard Villages compared to the position of your school. Use the timeline to show what period the Hilton of Cadboll stone dates from (around 800 AD).  Show the class a picture of the Hilton of Cadboll stone, now in the museum in Edinburgh.  Show the class the small section of carved stone in Box 3. Explain that this is based on a section from the Hilton of Cadboll stone. Display the picture of the Hilton of Cadboll stone on the board. Ask the pupils ***Can you find which section this piece is taken from?***  Allow the pupils to study the picture of the Hilton of Cadboll stone, whether on the board, or printed out. Ask ***Are there any particular parts of the carving that you find interesting?*** Allow the class time to share their ideas.  Focus on the central panel. In pairs ask the children to discuss what they see and then answer the following question ***What can you find out about the Picts from these carvings?*** Collate the responses as a class. The central figure is probably a woman wearing a brooch. She is involved in hunting and therefore this provides information about wealthy people in the Pictish era - what they wore, the domestic animals they kept and the roles of some women in their society. | | | |
| **Pictish Carving** (15 minutes) | Resources: Pictish Carved Stone object sheet, paper | | |
| * The below reading activity is called Stand and Deliver, a co-operative learning technique and a good way of sharing a large amount of information quickly. | | | |
| Arrange the class into small groups of four (and threes if necessary). Assign each person a number in the group from one to four. Make sure that each number is assigned to children with similar reading ability.  Explain to the children that they are going to create a graffiti board of all they know about the Hilton of Cadboll stone. To help their efforts they are going to be given extra information.  Separate the Pictish Carved Stone object sheet into four sections. Place the sheets’ sections in four locations around the room and give each location a number.  Send the pupils to the location with the same number. They are to try to memorise the most important parts of the information. When they have done that they stand up.  When every child has stood up, explain they are to return to their group and record the important points they have remembered on a graffiti board. This is simply an A4 sheet of paper split into four sections. As the pupils return to their table they each write their information on the section closest to them.  Once they have recorded their points they then share the information they have memorised with the rest of the group.  Ask the class ***How big was the Hilton of Cadboll stone?***(Three metres by one and a half metres)  Using a tape measure, or metre rulers, mark out the dimensions of the stone in the classroom. Use tables, chairs, pupils themselves, basically whatever is easiest, to show them the size of the carving. | | | |
| **Pictish Abstract Symbols** **OPTIONAL** (15 minutes) | | Resources:  Information Sheets: Additional images Pictish Symbol Stones  Other Resources: *Catalogue of the Pictish Symbol Stones at Inverness Museum and Art Gallery* ([link](https://librarylink.highland.gov.uk/LLFiles/192822/full_192822.pdf)), paper | |
| * There are examples of abstract symbols on a number of Pictish carved stones. * Their repeated use suggests they have a meaning unknown to us, and possibly formed part of a written language. | | | |
| OPTIONAL: One of the most fascinating aspects of Pictish carved stones is the use of abstract symbols in their design. There is a possibility that these symbols were a form of language. Having studied the carvings and what they can tell us about the Picts in a previous activity, this optional section of the lesson is aimed at investigating and exploring possible meanings.  Show the pupils the Pictish Symbol Stones sheet, and specifically the pictures of the Dingwall and Invereen stones. These two illustrate some of the abstract symbols Pictish people used in their carving, some on rough stones, and others on stones with crosses like the Hilton of Cadboll stone. Using the sketch of the Dingwall stone, show the different symbols, starting from the top and working down:  Front:   * Double disk and Z-rod symbol * Two crescent and V-rod symbols   Back:   * Three circles * Crescent & V-rod symbol   Further information and abstract symbols can be found in *A Catalogue of the Pictish Symbol Stones at Inverness Museum and Art Gallery* ([link](https://librarylink.highland.gov.uk/LLFiles/192822/full_192822.pdf)) which has a detailed description of the Pictish stones on display. It includes, on page five, a drawing of the different symbols found on the stones. This is a resource worth sharing with pupils but not essential.  As a *think-pair-share* exercise, ask the class ***What might these symbols mean?*** Have the pairs share their answers. Encourage the pupils to look closely at the carvings and try to use the shapes to help them find a meaning. The truthful answer is we don’t really know what the carvings mean, but since a few of the symbol stones have been found with graves, the symbols might describe information about the person who was buried there. This could be turned into a written exercise where the pupils draw the symbols and then write their chosen meaning (explaining why they came to that conclusion) next to the drawing.  Show the class the other images of the carved stones on the resource sheet. Ask the class ***What can you see?*** A male salmon (the shape of the jaw shows the fish to be male), a sword, a mirror and comb (a repeating motif), a horseshoe, an eagle and a wolf. Ask ***Why do you think are there so many images of animals on the stones?*** Again, we don’t know, but archaeologists speculate that some may be symbols for tribes or some, like the mirror and comb, symbols for women. | | | |

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| **Plenary** | | **10 minutes** |
| **What is it Saying?** (10 minutes) | Resources: Additional Images: Hilton of Cadboll Cross Slab | |
| * The last task is designed as a recap and, taking the other exercises into account, having another go at interpreting the carvings on the Hilton of Cadboll stone. | | |
| Ask the class ***Do you think the site of this stone was important to the local people of the area?***  Share the picture of the Hilton of Cadboll stone again. As a *think-pair-share* exercise, ask ***What do you think this carved stone is communicating?*** Form the pairs into larger groups and ask them to share their ideas.  Have the groups choose what they think is the most likely idea out of the ones they have shared. Collate these final ideas as a class. | | |

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| **Total Lesson Time: 1 hour & 5 minutes** |
| **Links and Further Information** |
| ARCH Experimental Archaeology Project:  <http://www.archhighland.org.uk/experimental-archaeology.asp>  This has a video of the sculptor Barry Grove carving the stone in the box, and links to blogs, one in Gaelic and English.  **Some Highland Museums to visit with Pictish stones:**  Applecross Heritage Centre  Caithness Horizons  Dingwall Museum  Dunbeath Heritage Museum  Dunrobin Castle Museum  Gairloch Museum  Groam House Museum, Rosemarkie  Inverness Museum and Art Gallery  Tarbat Discovery Centre, Portmahomack  There are also a number of stones still in the landscape. Look at the Highland HER [her.highland.gov.uk](file:///F:\ARCH%20Projects\experimental%20archaeology\loan%20boxes\Teaching%20Materials\Lesson%20Plans%20CURRENT%20workings\Crafting%20Lessons\Early%20Level\her.highland.gov.uk) and search on Pictish stone.  **Books and Guides** (most in Highland Library system)  Carver, Martin 2005. *Surviving in Symbols. A visit to the Pictish Nation*. Overview on the Picts.  Close-Brooks, Joanna 1989. *Pictish stones in Dunrobin Castle Museum*. Illustrated catalogue of the many fine stones held in Dunrobin Castle Museum, most from Sutherland.  Fraser, Iain 2008. *The Pictish Symbol Stones of Scotland*. Illustrated catalogue of all stones with symbols.  Henderson, George and Isabel 2011. *The Art of the Picts: sculpture and metalwork*. Detailed discussion by the experts on Pictish art.  *The Highland Pictish Trail*. A guide to Pictish sculpture from Inverness to Dunrobin. Leaflet published by Highland Council. Out of print, but available on the internet, and a new edition planned. <https://www.highland.gov.uk/downloads/download/184/sites_and_heritage_trails>  *A Catalogue of the Pictish Symbol Stones at Inverness Museum and Art Gallery*  <https://librarylink.highland.gov.uk/LLFiles/192822/full_192822.pdf>  The Forestry Commission (now Forestry and Land Scotland) has published a teaching resource on the Picts, available from them, or it can be downloaded from their website  <https://forestryandland.gov.scot/learn/heritage/archaeology/learning/the-picts>  **Images**  SCRAN [www.scran.ac.uk](http://www.scran.ac.uk) has a large number of images of Pictish stones.  **Websites**  British Museum: Teaching History with 100 Objects. <http://www.teachinghistory100.org/objects/for_the_classroom/pictish_wolf>  A number of resources and links relating to the Picts  Hilton of Cadboll stone (National Museums of Scotland website)  <http://www.nms.ac.uk/explore-our-collections/stories/scottish-history-and-archaeology/hilton-of-cadboll-stone/>  Barry Grove’s website [http://www.barrygrove.com](http://www.barrygrove.com/)  **Videos**  Barry Grove describes carving the Hilton of Cadboll stone and its inspiration as a signet for Glenmorangie (2:12)  <http://www.barrygrove.com/2012/06/07/post-6/> |

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