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| **Lesson Nine: Green Woodworking, Textiles & Basketry** | |
| The final lesson in the series focuses on those crafts which endured throughout prehistory and into the modern era. This is a lesson in which you can recreate a lot of the crafts, making nettle cordage or willow weaving for example, but it is not essential to the success of the lesson. While these activities take a fair amount of preparation, they are well worth it as they are skills relevant in the modern eco-focused world. The willow hurdles are especially useful in the school grounds as they can be used to create raised beds, screens for shade loving plants or a frame for climbers. | |
| **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** | |
| **Expressive Arts (Art & Design):**  I have experimented with a range of media and technologies to create images and objects, using my understanding of their properties. **EXA 3-02a**  **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** | |

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| **Learning Objectives** |
| I can compare items from a past society with similar things we use today. |
| I can identify similarities and differences between life in the past and life today. |
| I can identify the properties of materials and explain how they can be used to create items. |
| I can create an item using historic techniques. |

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| **Resources and Suggested Reading** |
| **Required Resources - Supplied in the boxes or from ARCH website** |
| Objects: Wooden cup, Wooden spoon, Woven belts or bands (Box 2), Box 1 objects  Information Sheets: CT Green Woodworking, CT Textiles, CT Basketry, Woven Belts or Bands object sheet, Hurdle object sheet, Timeline |
| **Additional Required Resources** |
| A4 Paper, white boards, 25mm (1 inch) thick branch stakes, bunch of willow, handful of nettles, gardening gloves, Ray Mears Nettle Cordage video [[link](https://www.youtube.com/watch?v=lQHvqWCN5Eo)], making a hurdle video [[link](http://www.youtube.com/watch?v=hjsNg83QAn0)] |
| **Essential Reading - Information sheets supplied in the box or from ARCH website** |
| CT Green Woodworking, CT Textiles, CT Basketry, Woven Belts or Bands object sheet, Hurdle object sheet |
| **Suggested Additional Reading - Information sheets supplied in the box or from ARCH website** |
| None Suggested. |

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| **Introduction** | | **10 minutes** |
| **What Do We Have?** (5 minutes) | Resources: None | |
| * The introduction activity is a simple discussion to encourage the students to compare their lifestyles to that of people in the past. * These questions might lead to a wider discussion which is worth exploring if the students wish to. | | |
| As a *think-pair-share* exercise, ask the class to name as many things as possible that they own that are made of fabric. Collate their ideas as a class.  Next ask the class ***What do you have at home that is made of wood?*** Again collate their ideas as a class.  To finish this activity ask the class ***How long do you think people have been using fabric and wood to make the things they need?***The answer is basically for as long as we have evidence - probably as far back as the Mesolithic and Neolithic eras which is where these boxes begin. | | |
| **Why Don’t We Find Them?** (5 minutes) | Resources: None | |
| * It is important the students understand why organic materials are so rarely found. * It might be that some students are unaware of what an organic material is and so it is worth discussing at greater length if this is the case. | | |
| Ask the class ***What happens to branches or logs left on the ground?***Hopefully most students will recognise they will rot and have probably seen fallen trees etc. that are in the process of rotting away.  Ask ***How long does it take a fallen tree to decompose?*** It really depends on the tree but between 50 and 100 years is a reasonable estimate to completely decompose. Have the students come up with their answer on their own and see which student is closest.  Ask the students ***What does that mean for archaeologists studying the Mesolithic period?*** The wooden objects would have decomposed. Explain that, even though we can protect wood to stop it decomposing by painting it or oiling it, without constant maintenance, the wood will decompose fairly quickly. | | |

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| **Main** | | | | **35 minutes (without hurdle task)** |
| **Survival** (15 minutes) | | Resources:  Objects: Wooden cup and Wooden spoon (Box 2), Box 1 objects  Information Sheets: CT Green Woodworking | | |
| * Green woodworking is still popular and useful today. * This activity introduces the idea of how much people’s lives revolved around managing the resources available to them. | | | | |
| If you have completed Lesson One - Survival, this should be a recap. If not, the students will need a little more help with this particular activity.  Ask the class to remember ***What are the important elements of survival?***Food, water, shelter, heat and clothing.  Show the wooden cup and spoon and ask ***Which elements of survival do these objects help with and how?***Students may have a range of ideas to answer this question especially when thinking about how they help with survival. The answers don’t really matter as long as their justification is sensible. However, most will probably suggest the objects are used to contain food and water.  Highlight the lines on the sides of the cup and ask the class ***What are these lines for?*** They are simply for decoration and explain that these lines highlight the fact that while they were very useful items, they weren’t always just functional; people were interested in things looking nice.  Ask the class ***What do you need to make these items?*** Wood, but follow up with questions to have the students think where you get the wood. You can’t just buy it at B & Q.  Show students all the objects from Box 1 - simply having the class gather round the box will work if you don’t want to get them all out.  Ask ***Which of these items are used to manage wood?***The axes, the flint knives and the microlith were all used with wood, whether that was felling trees, clearing bark or stripping branches.  Ask ***All these tools are there to work wood. What does this tell us about people in the past?*** *W*ood was a vital material in people’s lives.  Hand out the CT Green Woodworking information sheet. The reader will read the information out loud. The fact finder will listen to each paragraph, find the most important fact and note it down on a scrap piece of paper or white board.  Once the task is complete, form the pairs into small groups and ask them to share their facts. Then collate the facts as a class.  Read out the second and third paragraph to the class and highlight the fact that people had to think seasons, years or even generations ahead to make sure they had the resources they needed.  To compare that to modern lifestyles ask ***What do you do if you need a new t-shirt?***And ***What would you do if you ran out of food?*** | | | | |
| **Woven Belts** (10 minutes) | Resources:  Objects: Woven Belts (Box 2)  Information Sheets: Woven Bands and Belt object sheet  Other Resources: A4 Paper | | | |
| * While weaving is an activity that all classes can participate in, it is not included in this lesson due to the length of time it takes to complete. * This part of the lesson focuses on tablet weaving. | | | | |
| Ask the class to name some shops where they can buy clothes. Write the answers on the board. Follow up with ***In prehistoric times, where would you get your clothes?***  Explain that throughout history there are many ways to create textiles but we are going to focus on tablet weaving.  Show the class the woven belts. Allow them time to look at all of them closely.  Join the pairs into small groups (ideally of four, but some threes will also work). Give each student in the group a number. Place the woven bands in three different places around the room and place some Woven Bands and Belt object sheets next to them. Give each group a piece of A4 paper.  Ones are to stay where they are, twos are to go to the black and grey band, threes are to go to the grey and green band and finally fours are to go to the orange, green and beige band.  Each member of the group has a slightly different job:  1s - Read the first paragraph on the sheet, write tablet weaving in the middle of the A4 sheet and draw two diagonal lines from corner to corner, splitting the sheet into four sections.  2s - Read paragraph two and head to the black and grey belt to have a closer look at the object.  3s - Read paragraph three and head to the grey and green belt to have a closer look at the object.  4s - Read paragraph four and head to the orange, green and beige belt to have a closer look at the object.  The students are then to return to their seats and write a summary of what they have just read on the sheet (i.e. each section will have a summary of each paragraph created by a different student). Share their summaries with the rest of the group. Have the groups feed back to the whole class.  ***OPTIONAL****: Tablet weaving is something that can be completed in the classroom. However, it requires a lot of set up and resources. It is definitely worth it and a great skill to teach. However, it is worth watching some examples online to see the process.* | | | | |
| **Cordage** (10 minutes) | | | Resources:  Objects: Hafted bronze axe, stone axeheads, flint arrowheads (Box 1), Cordage (Box 2)  Other Resources: Ray Mears Nettle Cordage video [[link](https://www.youtube.com/watch?v=lQHvqWCN5Eo)] | |
| * This is another craft that will work in the classroom, but it does require some preparation. * Nettle is such a versatile material and likely widely used in prehistoric eras. | | | | |
| As a *think-pair-share* exercise ask the class ***How many different uses can we think of for string?*** Collate their responses and encourage the students to come up with as many as possible.  Show the class the hafted bronze axe from Box 1. Point out the use of cord to bind the axe blade to the haft. Also show the class the various arrowheads from Box 1.  Ask ***What is missing which you would need to make these arrowheads usable?***A shaft and fletchings (feathers attached to the shaft to make sure they didn’t wobble while traveling through the air). Ask ***Why do we not find these parts of the arrow very often?***They have rotted away in the ground.  Show the students the cordage from the box. Allow them to look closely and see how the cordage is made.  As a *think-pair-share* exercise ask the students ***What are these lengths of cordage made from?***Collate the students’ answers.  Explain that there are two types of cordage in the box - one made from flax and one made from nettle.  ***OPTIONAL****: There is the option here to make some nettle cordage. It is completely optional and doesn’t affect the success of the lesson. It takes some preparation but few resources, other than a collection of nettles.*  *Whether you choose to make it or not there is a lot of information available online explaining the process. However, the video below from Ray Mears is a particularly good example and completely safe for the classroom.* [*https://www.youtube.com/watch?v=lQHvqWCN5Eo*](https://www.youtube.com/watch?v=lQHvqWCN5Eo)  *This method may not be completely accurate when compared to those used throughout prehistoric times. However, it gives a very clear explanation of the process (if you wish to copy it) and demonstrates the versatility of the final product.* | | | | |
| **Willow Weaving Hurdles**  (30 minutes) | | | Resources:  Objects: Hurdle (Box 3)  Information Sheets: Hurdle object sheet  Other Resources: Willow hurdle, scrap paper/white boards, 25mm (1 inch) thick branch stakes, bunch of willow, gardening gloves; making a hurdle video [[link](http://www.youtube.com/watch?v=hjsNg83QAn0)] | |
| * Making a willow hurdle is a great activity for the students to have a go at. * If you do not have enough materials for each pair to make one, create a class hurdle. | | | | |
| Show the students the example hurdle in Box 3. Explain that, in pairs, they are going to create their own (this is optional).  First the class needs to know what the hurdle was used for! Display these questions on the board. Hand out the Hurdle object sheet. Using scrap paper or white boards, have the class write down the answers as they read the Hurdle object sheet.  ***Name two things a hurdle can be used for?***(fencing, gates)***What were they sometimes covered in to create walls****?* (daub) ***What were most hurdles commonly made from?*** (willow or hazel)***How long have people been weaving wood?*** (since the prehistoric period)  ***Where was a rare example of a Medieval hurdle found?***(Aberdeen or Inverness)  Have the pairs share their answers and ask ***Why do we find so few examples of hurdles?***  To make a hurdle you will require enough willow for the class to have a go at weaving. Willow can be purchased online relatively cheaply. The stakes need to be thick and straight sticks or branches (which can even be sourced from the school grounds).  The stakes do not need to be sharpened, simply trimmed to size using secateurs will do. However, it is easier if the stakes are “secure” and so knocking them into the ground is a good option. This can be done anywhere, even in the school field as the small holes will quickly fill.  Whether you buy the willow or source it from somewhere else, it needs to be soaked overnight to make it flexible enough to work. While the example in the box has six stakes you can always use four instead - and they can also be shorter.  Secure the stakes into the ground.  Simply weave the willow in and out between the stakes. Tie the end in by weaving it back around the end stake and tucking it beneath the willow rod. Doing this at both ends produces a neat hurdle.  For the next rod, repeat the process. However, this time alternate the weaving direction. Continue until the willow weaving is as tall as you wish the hurdle to be. Occasionally tap down the willow to keep the weaving tight.  There are a lot of videos and guides online and it is worth watching at least one to get an idea of the process (such as [www.youtube.com/watch?v=hjsNg83QAn0](http://www.youtube.com/watch?v=hjsNg83QAn0)). While there is some prep in creating a hurdle, and possibly some expense, it is worth the effort as it is a practical activity that shows the use and relative ease of the craft and therefore, why it was so widely utilised. | | | | |

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| **Plenary** | | **5 minutes** |
| **Challenges** (5 minutes) | Resources: None | |
| * This plenary activity is always worth doing as it can naturally lead to further discussion about the learning that has taken place. | | |
| Ask ***What skills have we looked at today?*** And follow up with the question ***Which of these skills would help you to survive?*** Remind the students of the elements of survival (food, water, heat, shelter and clothing).  Finish by asking ***Did every person in prehistoric eras need to be able to do every craft? What does this tell you about people’s roles in families and wider communities?*** | | |

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| **Total Lesson Time: 50 minutes (without hurdle task)** |
| **Links and Further Information** |
| ARCH Experimental Archaeology Project: [www.archhighland.org.uk/experimental-archaeology.asp](http://www.archhighland.org.uk/experimental-archaeology.asp)  The Green Woodworking blog has links to some wooden Objects found in Scotland and some additional videos. The Crafting Day blog has links to basketry resources. The Textiles Through the Ages blog has links to some information and videos about textile production and some rare surviving cloth.  Other videos mentioned in this lesson:  How to make natural cordage from nettles [0.55] <https://www.youtube.com/watch?v=lQHvqWCN5Eo>  Making a hurdle video [4:16]  <https://www.youtube.com/watch?v=hjsNg83QAn0> |

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