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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 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** | |
| **Expressive Arts (Art & Design):**  I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. **EXA 1-02a**  **Technologies (Exploring Uses of Materials):**  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 objects 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 objects. |
| I can create an object using historic techniques. |
| **Resources and Suggested Reading** |
| **Required Resources - Supplied in the boxes** |
| 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)] |
| **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** | | | **15 minutes** |
| **What Do We Have?** (5 minutes) | Resources: None | | |
| * The introduction activity is a simple discussion to encourage the pupils 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 pupils 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** (10 minutes) | | Resources: Timeline | |
| * It is important the pupils understand why organic materials are so rarely found. * It might be that some pupils 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 pupils will recognise they will rot and have probably seen fallen trees etc. that are in the process of rotting away.  If they have not seen this process there are many pictures online or even a short walk in the school grounds (if it happens to have some green space with shrubs or trees) should show the process in action.  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 pupils come up with their answer on their own - they could even write it on white boards - and see which pupil is closest.  Take out the timeline from the box. Write the current year on the board. Write the earliest year from the timeline onto the board (Mesolithic c. 8500 BC). Ask the class, in pairs, to work out how many years ago did the Mesolithic era begin (roughly). You can repeat this process for all the different periods included on the timeline. However this is not essential.  Ask the pupils ***Why, in that case, do we find wooden objects from 100 years ago, but very few from the Mesolithic period?*** The wooden objects dating back to the Mesolithic era 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. However, occasionally special soil conditions allow wooden objects to survive - sometimes for thousands of years.  Finally if there are pupils wearing jumpers and they are willing to take them off to look at the label for a few minutes, have them do so. Ask ***what is your jumper made from?*** Discuss how cotton is a natural material and so will decompose, just like wood. | | | |

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| **Main** | | | | **1 hour & 30 minutes** |
| **Survival** (10 minutes) | | Resources:  Objects: Wooden cup and Wooden spoon (Box 2), Box 1 objects  Information Sheets: CT Green Woodworking  Other Resources: paper | | |
| * 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 pupils 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?***Pupils 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 bottom 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 objects they weren’t always just functional; people were interested in things looking nice.  Ask the class ***What do you need to make these objects?*** Wood, but follow up with questions to have the pupils think where you get the wood. You can’t just buy it at B & Q.  Show pupils 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 objects 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. Explain that people have been using wood for a long time. However, there is more to working with wood than just chopping a tree down.  Group the class into pairs, preferably mixing confident readers with those who are less confident. One person in the pair will be the reader and the other will be the fact finder. Ask the pairs to choose their roles.  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. | | | | |
| **Woven Belts** (15 minutes) | Resources:  Objects: Woven Belts (Box 2)  Information Sheets: Woven Bands and Belt object sheet  Lesson Resources: Woven Belt Design 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?***  The class will hopefully answer that they had to be made. 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. As a *think-pair-share* exercise ask each group to find one thing about the belts that they find interesting. Share this with the class.  Again using *think-pair-share* ask ***What differences can you spot between the woven belts?*** Record the answers on the board.  As a *think-pair-share* exercise, have the class choose their favourite woven belt and give a reason why they chose it. Again, have the pupils share their answers with the class.  Display the woven belts prominently in the room. Ask the class ***Why did people make woven belts with patterns?*** The answer is that they were interested, like we are, in nice objects with interesting decoration. Ask the pupils to find something in the classroom that is decorated (such as a pencil case or bag etc.).  Hand out the Woven Belt Design Sheet. Have the pupils design their own woven belt. You can allow them to be as creative as you wish or you could focus on geometric patterns. Either way have the pupils choose two colours to complete their pattern.  ***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** (15 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 pupils 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.  Finally ask ***How would the arrowhead be bound to the shaft?*** Using some form of cordage. And finally ask ***Why does cordage very rarely survive?***  Show the pupils 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 pupils ***What are these lengths of cordage made from?***Collate the pupils’ 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 from Ray Mears [*[*link*](https://www.youtube.com/watch?v=lQHvqWCN5Eo)*] is a particularly good example and completely safe for the classroom.*  *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** (50 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; Paper weaving video [[link](https://www.youtube.com/watch?v=eX_E4qiecVE)]; making a hurdle video [[link](http://www.youtube.com/watch?v=hjsNg83QAn0)] | |
| * Making a willow hurdle is a great activity for the children to have a go at. * If you do not have enough materials for each pair to make one, create a class hurdle - taking it in turns to contribute - while the other pupils complete a paper weaving exercise. | | | | |
| Show the pupils the example hurdle in Box 3. Explain that, in pairs, they are going to create their own (this is optional).  As an alternative, instead of creating a proper hurdle, you can use paper strips to complete some paper weaving. Here is a handy video guide: <https://www.youtube.com/watch?v=eX_E4qiecVE>  First the class needs to know what the hurdle was used for! Display these questions on the board. Using scrap paper or white boards and with the pupils working in pairs, have the class write down the answers as you 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)  Read the Hurdle object sheet to the class. Depending on the abilities of your pupils, you could read the whole thing while they try to note the answers or read a section at a time.  Have the pairs share their answers and ask ***Why do we find so few examples of hurdles?***Hopefully this should be a recap from the introduction and the pupils should be able to answer relatively quickly.  To make a hurdle you will require enough willow for the class (split into pairs) to weave into a hurdle. 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 a 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** |
| **Favourite Object** (5 minutes) | Resources: None | |
| * This is a long lesson with a lot of different parts. It is likely you will have summed up most activities directly after their completion. * This plenary activity is always worth doing as it can naturally lead to further discussion about the learning that has taken place. | | |
| Out of all the objects looked at today, ask the class ***What is your favourite object and why?***Share their answer with a partner and then ask for volunteers to share their answers with the class. | | |

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| **Total Lesson Time: 1 hour & 50 minutes** |
| **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 [6:20] <https://www.youtube.com/watch?v=lQHvqWCN5Eo>  Learn Paper Weaving video [3:55] <https://www.youtube.com/watch?v=eX_E4qiecVE>  Making a hurdle video [4:16]  <https://www.youtube.com/watch?v=hjsNg83QAn0> |

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