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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 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.** |
| **Wider Curricular links** | |
| **Expressive Arts (Art & Design):**  I have the freedom to discover and choose ways to create images and objects using a variety of materials. **EXA 0-02a**  **Technologies (Exploring Uses of Materials):**  I explore everyday materials in the creation of pictures/models/concepts. **TCH 0-10a** | |

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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 create an object 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 |
| **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 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. | | | |
| Arrange the class into pairs. Ask them to find something in the classroom made of wood and stand by it. Share the different things they have found.  Next, ask them to find something in the classroom that is made of fabric (the word fabric will likely mean nothing to pupils working at early level; using their clothes as a comparison may help) and stand by it. Again, share what they have found.  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 ***Do you think people in the past used wood and fabric?*** | | | |
| **Why Don’t We Find Them** (5 minutes) | | Resources:  Objects: Wooden cup and spoon (Box 2) | |
| * 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 a tree if it falls down?******Does it stay on the ground forever?*** Explain that the tree decomposes (rots) and is turned into soil.  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 share their answers and see who is closest.  Show the class the wooden cup and spoon and ask ***If a tree decomposes and rots away, what will happen to this spoon and cup if they were on the ground?***Explain that we don’t find many clothes or wooden things from prehistoric times because they rot away. However, we know they had them. | | | |

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| **Main** | | | **50 minutes (including hurdle task)** |
| **Survival** (10 minutes) | Resources: Objects: Wooden cup, Wooden spoon, Woven belts and bands, Cordage (Box 2) | | |
| * 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. | | | |
| Show the class the wooden spoon and cup, the woven belts and the cordage from Box 2. Hold up the wooden cup and ask ***What would this have been used for?*** Hopefully this should be obvious to most pupils.  Show the class the cordage ask ***What is this?*** Again, hopefully the pupils will say string. Explain that it is made from nettles but is just like string.  Finally, show the class the woven belts. Ask ***What do you think these are?*** These can be used as belts but were also used to edge clothes (as sleeves or to edge hoods etc.) to make them last longer.  Tell the class that these are all things people made and used a very long time ago. | | | |
| **Willow Weaving Hurdles** OPTIONAL (40 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; Learn 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. | | | |
| This section of the lesson deals with making hurdles and is optional. It is best completed outside and the finished product can be used to create raised beds or flower borders. There are lots of ways to manage a session like this but obviously you know what will work with your class so this activity may need modifying to suit your needs.  As an alternative or working alongside as a companion activity, instead of creating a proper hurdle, you can complete some paper weaving. Here is a handy video guide: <https://www.youtube.com/watch?v=eX_E4qiecVE>  Show the class the hurdle from Box 3. Ask the class ***What does this look like?*** Hurdles like these were used for fencing, gates and even making walls for housing.  To make a hurdle you will require enough willow to weave into a hurdle depending on the size and how many you want to make. 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.  Whether you buy or source the willow from somewhere else, it needs to be soaked overnight to make it flexible enough to work. Again while the example has six stakes you can always use four instead - and they can also be shorter.  Secure the stakes into the ground - this can be done anywhere, even in the school field as the small holes will quickly fill.  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 ([www.youtube.com/watch?v=hjsNg83QAn0](http://www.youtube.com/watch?v=hjsNg83QAn0)). While there is some prep involved 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 why it was so widely utilised. | | | |

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| **Plenary** | | **5 minutes** |
| **Favourite Object** (5 minutes) | Resources: None | |
| * This is a long lesson. 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?***Have the pupils share their answer with a partner and then ask for a volunteer to share their answers with the class. | | |

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| **Total Lesson Time: 1 hour and 5 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:  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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