

## **RESOURCES LIST**

These resources are designed to show that stereotypes of the Stone Age are wrong, that people were skilled and sophisticated in using their environment. They also show that archaeologists don't always know the answers, and that there is a lot of room for disagreement about the past. They will encourage children to develop and express their own ideas about the period.

### **Resource Units**

01. Background information

02. Archaeology skills log (student's version, teacher's version)

5 lessons: 13 classroom activities developing skills through five steps to becoming an archaeologist

03. 11,000 Years Ago (story, background, activity ideas)

9 lessons: 28 classroom activities based on a 9 short stories of one Mesolithic family

04. Lessons from the Middle Stone Age

6 lessons: 18 activities for the classroom to derive lessons about today from the Mesolithic

### *Stand-alone units*

05. The Star Carr pendant

3 activities

06. The Star Carr antler headdress (also within 02)

2 activities

07. The Star Carr bow (also within 02)

2 activities

08. The Great Debate

1 activity

### **Background information**

01. Star Carr Background

Summary information to support the activities

- Background
- Why is Star Carr special?
- How was the site discovered?
- What did Clark find?
- What is Star Carr?
- Was Clark right?
- More excavations
- The modern excavations
- What is missing?

Supported by

- a) [Star\\_Carr\\_finds.pdf](#)
- b) [Star\\_Carr\\_flints.png](#)

B. Map of Mesolithic sites in Britain

A simple location map

C. Timeline of Britain since the last Ice Age (Palaeolithic to Modern)

Drawn to scale to show where the Mesolithic fits and its length

Supported by Powerpoint slide

- a) 1,000 year steps back in time

D. Timeline of Palaeolithic and Mesolithic Britain (environments, key sites, events)

To show key sites and events, and that the Mesolithic was a time of change

Supported by Powerpoint images:

- a) ice sheet
- b) tundra
- c) tundra + animals
- d) boreal woodland
- e) boreal woodland + animals
- f) temperate woodland
- g) Creswell Crags
- h) art at Creswell
- i) modern Star Carr
- j) Pre-boreal Star Carr
- k) Howick house
- l) Goldcliff footprint
- m) Oronsay midden

## 02. Archaeology skills log

As well as classroom activities, this contains sets of information (fact checks) about the period and information about disagreements about what we think the period was like or where there is more than one possible interpretation of the archaeological evidence (debating points).

Learning outcomes:

These activities support the teaching of historical skills, literacy, numeracy and art.

The classroom activities are divided into five sections:

1. Finding out: two sets of questions to be answered by doing some research which tells pupils what the Mesolithic is and when it was, and what archaeological sites belong to the period.

- What do we know about the Mesolithic?
- Which of these sites belong to the Mesolithic?

2. Identifying objects: three activities to teach pupils how to identify key stone tools, animal bones and trees that were important in the Mesolithic. They will learn about which stone tools belong in which prehistoric period, which bones belong where on an animal skeleton, and how to identify the leaves of different trees.

- Flint tools ([Flints.png](#), [Flint\\_cards.pdf](#))
- Animal bones ([Red-deer.pdf](#), [Deer\\_bones.pdf](#))
- Trees and leaves ([Leaves\\_teacher.pdf](#), [Leaves\\_pupils.pdf](#))

3. Recording objects: one activity designed to teach children how to look carefully at an object. They will draw, measure and describe the object in words. Photographs of objects will be provided to work from.

- Recording sheet

4. Analyse how people lived: activities to help pupils use evidence to understand how Mesolithic lived and how different their life was to the present day.

- Plants and people ([Plants\\_and\\_people\\_teacher.pdf](#), [Plants\\_and\\_people\\_pupils\\_blank.pdf](#), [Plants\\_and\\_people\\_pupils\\_names.pdf](#), [Star\\_Carr\\_plants.pdf](#))
- House and home ([House\\_plans.pdf](#), [House\\_reconstructions.pdf](#))
- The Star Carr antler headdress ([Headdress\\_pupils.pdf](#), [Headdress\\_teacher.pdf](#))
- The Star Carr bow ([Bow\\_teacher.doc](#), [Bow\\_pupils.doc](#), [Hunting.pdf](#))
- Being in the Mesolithic ([Hunting\\_camp.jpg](#))

5. Telling others about Star Carr: activities to encourage pupils to express what they have learnt about the Mesolithic

- Write your own report on the excavations
- Create a museum display about the Mesolithic

### **03. 11,000 Years Ago**

A set of short stories about a Mesolithic family: Neska (a girl, 9 years old), Mutil (a boy, 6 years old), Aita (their father), 31 years old), Ama (their mother, 28 years old), Osaba (Aita's brother, 26 years old). each story illustrates an aspect of Mesolithic life and is backed up by a short section on what and how archaeologists know about this. Classroom activities are suggested for each story. There are also links in each story to the Star Carr display at the Rotunda Museum in Scarborough.

#### Learning outcomes

The activities are designed to support not only the history curriculum, but also art and design, design & technology, English, geography, maths.

#### 1. Moving home

- guided questioning about the story
- making camp in the classroom
- creative writing as one character in the story

#### 2. Making things

- guided questioning about the story
- make your own microliths and tools ([Tools R Us.pdf](#))
- research the making and use of tools

#### 3. Food

- a quiz on edible plants ([Which of these could you eat?.pdf](#))
- a quiz on animal tracks ([Whose footprints?.pdf](#))
- guided questioning on Mesolithic v modern foods ([Foods then and now.pdf](#))
- create a Mesolithic picnic ([The Mesolithic picnic.pdf](#))

#### 4. Friends and strangers

- role play friends or enemies
- creative drama meeting friends or strangers
- create a cartoon strip of the people you meet in a day

#### 5. A hint of winter

- creative writing to finish the story
- make a drawing to illustrate the story
- guided questioning of where they move to

#### 6. The bad old days

- guided questioning on the weather
- map and maths on moving to Doggerland ([Doggerland\\_map.pdf](#))
- creative retelling of the story

#### 7. Boy or girl, animals or plants?

- guided questioning on gender differences
- pupil discussion on gender vocabulary
- pupil discussion on hunting or gathering

#### 8. Coming of Age

- guided questioning on becoming adult
- creative writing on Ume's coming of age

- creative first person account of the story

## 9. A new life

- pupil's discussion of Neska and Lagun's experience
- choosing names for Neska's daughter
- create a drawing of the Vedbæk burial ([Vedbæk\\_burial.pdf](#))

## **04. Lessons from the Middle Stone Age**

A set of activities that highlight why the Mesolithic is an important period to study. It shows that we can learn useful lessons to help us both live better lives today and understand the world we live in.

### Learning outcomes

These lessons can help to support personal, social, health and economic education (PSHE), spiritual, moral, social and cultural development (SMSC) as well as history.

The activities are based around research, discussion and writing to produce:

- a museum display;
- a website or webpage;
- a newspaper article;
- a TV programme outline;

### 1. The origins of ourselves

4 activities to show that Mesolithic people are the earliest ancestors in Britain of people living here today, but they are not our only ancestors. The British people are the result of various migrations of people mixing together ever since.

- where you and your parents were born
- your class surnames and their origins
- where your great-grandparents came from
- placing migrations on a timeline of generations

### 2. Change is inevitable

3 activities to show that people lived in a changing world and had to adapt and change to it over time. Ways of life and culture never stay the same.

- keep track of the weather and how it changes
- discuss how you behave differently in different weather conditions
- explore how it feels to move to a new place

### 3. The living environment

3 activities on Mesolithic people's close relationship with their environment, based on a deep knowledge of plants, animals and weather. They saw it is alive, animated by spirits and gave it respect in return for taking what they needed from it.

- imagine what spirits might be in the modern world
- what part of nature can be dangerous
- explore how you would appease the spirits of nature today

### 4. Human diversity

2 activities to show that Mesolithic people may have had a different way of life, but are really just like us. People can live with different ways of life and belief, and still live successful and meaningful lives. It is normal for human beings to build different cultures and each is worth treating with respect.

- compare your own life to the Mesolithic
- explore what three things were better in the Mesolithic, and what three things better in the modern world

### 5. Healthy eating

3 activities to show that the hunter-gatherer diet was well-balanced and nutritious, and avoided many of the foods that can cause health problems for modern people. The principle of eating local, seasonal and fresh foods is one we could follow ourselves. Supported by ([Seasonal\\_foods.pdf](#)).

- keep a diary of what you eat and compare with the Eatwell plate
- compare the Mesolithic Eatwell plate with yours
- discuss what you might eat in the Mesolithic instead of your modern foods

#### 6. What makes us happy

3 activities to show that having a lot of material things is not essential for making us happy. Instead, what is important is to be valued by family and friends and know that you are contributing to their happiness in return.

- compare your belongings with those of Neska and Mutil
- compare which belongings and which people make you happy and why
- discuss whether Neska and Mutil would be happier than you

#### 05. The Star Carr pendant

3 activities based on the decorated pendant found at Star Carr in 2015

- discuss the different interpretations of the decoration
- make your own pendant
- recognise modern symbols and make your own

#### 06. The Star Carr antler headdress

(also used within 1.)

2 activities about the famous Star Carr antler headdresses

- explore the different possible uses of the headdresses
- discuss what animal spirit you would have

#### 07. The Star Carr bow

(also used within 1.)

2 activities about bows and hunting based on the bow found at Star Carr in 2015

- a quiz on bows and arrows
- explore the best way to hunt with bow and arrow

#### 08. The Great Debate

An activity (debate) based on the ideas of prehistoric people as either noble savages or nasty and brutish, to get pupils to think about how we value the past and different ways of life.

([Food.pdf](#), [Nutrition.pdf](#), [Using\\_deer.pdf](#), [Raven\\_camp.pdf](#), [Vedbaek.pdf](#))