

# Change

written by Lorraine Dolan



Name of Person	RELATION to Head of Family	Condition as to Marriage	Age last Birthday of		
			Males	Females	
M. Howell	Daughter		12		X
do	Son		11		X
do	Son		59		X
G. Page	Head	m		63	X
do	Wife	m		38	X
G. Putnam	Head	m	8	14	X
do	Son		8	12	X
do	Son		27		X
do	Head	m			X
do	Wife	m			X



# Introduction to Change and Archaeology

The theme of 'change' is key to archaeology and evidence found hundreds or thousands of years ago will always be compared to contemporary society. This is particularly important to developing a child's ability to build a picture of the past.

Through archaeology the focus tends to be on discovering the human needs of past societies and comparing it to now. Although it is important to be aware that archaeology is like a jigsaw puzzle in that they try to piece together evidence from a particular area, but there will always be gaps and thus space for hypothesis based on what has been found and what the learner already knows.

The key areas of change that link to archaeology are:

- Everyday objects
- Development of towns
- Everyday life; jobs, housing etc

Although it is not feasible to take part in a real dig, the activities in the pack will show how children can learn about change over the centuries through using more practical resources such as maps, photos and census forms. It is however important for the children to become archaeologists themselves, in order to understand what it really means and this can be achieved through the activities.

It is key to archaeology that the learner comes with some prior knowledge, which is why the activities in this pack would be best suited being taught along side the history topic or even after as a block.

## Cross-Curricular:

**This is a topic that can be linked to other subjects, for example:**

- **Science:** investigate durable materials
- **Literacy:** writing in role (recounts), drama activities, creative stories, poetry writing, script writing
- **Art:** Look at paintings of artists of that era and explore what that tells you about society at that time.  
Sketching.  
Exploring use of pattern and objects.
- **ICT:** Creating databases, research and using presentation programmes.
- **D.T:** Designing and creating buildings linked to particular eras
- **Geography:** Develop map skills and map reading.

# Activity 1 – What is Archaeology?

## Learning Outcomes:

- To enable the children to become archaeologists.
- For children to understand the purpose of archaeology.
- For children to reflect on the significance of everyday objects to our society and how they might be used to inform future generations about our society.

## Resources:

- Range of pictures of tools/pottery/fashions
- Local newspapers
- Bus timetables
- Leaflets of local events
- Local area maps
- Tourist information

## Starter:

1. Talk to the children about what archaeology means and show examples using smartboards or photos. Ask if any children have ever watched 'Time Team.' Explain that this is when people dig into the ground to find out what evidence of the past they can find and these people are called archaeologists – someone who makes interpretations about the past based on information gathered through excavation.
2. Discuss how you find out about the past when learning history at school - record on the board.
3. List the things we find out about the past and talk about what that tells us about how people lived.

## Development:

1. Look at photos or artefacts. Discuss what they could be and where they might have been found before being buried in time.
2. Talk about who might have owned the object. What does this begin to tell us about society at this time?
3. Then complete the activity 1 sheet in pairs/small groups.
4. Share ideas with whole class and then discuss where they might be found and what objects might be found in the same place. Teacher to record ideas on board.
5. Then ask children to think about what these objects and their interpretations might say about the people that lived here 1000 years ago. Discuss what things are missing and how this alters our interpretations.

## Plenary

1. Talk about what the children have learnt, i.e that not everything around us will survive.
2. Reinforce the fact that archaeologists make inferences from bits of evidence that they find from past cultures and that this is essential to our understanding of the past.

## Cross curricular link to science:

- Brainstorm things we use everyday related to our school and local community – spider diagram
- Label under main things, why they are significant.
- Then discuss which objects would be likely to survive for thousands of years. Children to classify with a partner on a chart, as below:

Likely to preserve	Not likely to preserve

- Working in mixed ability pairs a child from each pair then has to choose an object that they think will preserve.
- They then have to imagine that they are archaeologists and have found this object on this site.
- Teacher may need to model an example of what to do next.
- Child to draw the object and fill out possible theories on a data sheet.

## Further Extension Activity:

Develop further by introducing ‘garbology’ – this is investigating what people throw away and the way in which layers are formed, with the bottom being the furthest back in time.

# Activity 2 - Artefacts

## Learning Outcomes:

- To develop the skills of identification and interpretation.
- For the children to observe or handle sources of information to answer question about the past.
- For more able children to extend their ideas and understand there may be more than one interpretation.

## Resources:

- Fragments of a range ceramic pots (break before the lesson) used for different purposes. You could alternatively use photographs of parts of objects or cut up a photo and give the children fragments of the photo.

**Please note:** *You will need to do a risk assessment form before working with the fragments.*

- Pencils
- Sugar paper
- Plain paper
- Children to work in groups of 5/6

## Starter:

1. Reinforce what children learnt previously about archaeologists and explain that today they are going to have to use their interpretation skills.
2. Explain that these fragments have been found at a dig and need to be analysed.

## Development:

- Discuss what the fragments could be part of.
- Then set the children off in their groups to do the following things:
- Sketch what the original object would have looked like.
- Discuss what the object could be used for and what it tells us about the society at the time.
- Children to record their ideas on sugar paper.
- Each group then to feed back their ideas and interpretations to the class.

## Plenary:

1. Discuss any difficulties children had and how they overcame them.
2. Teacher to show other bits of pottery and children to make deductions.
3. Reinforce difference between fact and opinion.

# Activity 3 – Census forms

## Learning Outcomes:

- To understand how information about people and community can be found in census forms.
- To develop an understanding of jobs that people did at certain eras.
- To compare past and present.
- To develop discussion skills in relation to why society in historical eras varies.
- To develop speaking and listening skills through the use of drama.

## Resources:

- Census forms
- Information texts related to era.
- Photographs
- Hall space

## Starter:

1. Explain what census forms are and why they were taken.
2. Show an example, either scanned into whiteboard or photocopied and discuss what is on the form.
3. Working in pairs children to talk about who lived in a certain house.

## Development:

- Talk to the class about the people living in the houses in the census forms and link this to what they already know about the period in history being studied.
- Brainstorm what the census forms tell us about the society at this time.
- Then teacher is to go into role as one of the people that lives in the house. Children should be encouraged to ask questions in order to find out more about who this person was.
- Teacher then to invite a child to be ‘hot-seated’, that is, pretend to be a person from the census form they have been looking at.
- Class then to work in mixed ability groups (5/6) to create a ‘scene’ inside one of the houses – give them about 10 minutes but will need monitoring and support if not used to doing drama activities.
- Each group then to show their scenes. They can begin as a freeze frame, i.e a still picture, which the teacher can then bring alive.
- This needs to be an interactive session and the audience watching the scene need to be ready to offer advice if the children dry up.  
The teacher needs to be very enthusiastic in order to boost the children’s confidence.

- Back in the classroom the children can then write in role as the character they were in the scene. They could write either a diary entry or a day in the life of....

### **Plenary:**

1. Recap on what the children have learnt from the census forms and compare to other sources of evidence. Encourage the children to give their opinions as to the value of the census forms.
2. Discuss what jobs people in our local area do and list on the board. Conclude with other things that would be different on a census form now.

### **Other possible literacy activities:**

- Letter writing in role
- Job advertisements
- Family tree
- Script writing

# Resources

## Visit

- **Museum of Childhood at the Victorian and Albert Museum** – closed until Autumn 2006
- **British Museum** – They have free workshops
- **Geffrye Museum** – This focuses on the home and gardens back to 1600. They offer workshops which are free of charge. Aimed at KS2/3. They also have a good website for children – kids Zone

*Website:* [www.geffrye-museum.org.uk/kidszone](http://www.geffrye-museum.org.uk/kidszone)

- **Museum of London** – They have an archaeology page on their website with stories and site reports from recent digs.

There is an excellent new page on this website called 'Postcodes Project' to find stories from every London postcode area, find out about local places of interest or create a story about your own neighbourhood.

This is one of the best places to visit for archaeology related work. They do drama workshops for which there is a charge. They also have other workshops which are highly recommended.

*Website:* [www.museumoflondon.org.uk](http://www.museumoflondon.org.uk)

- **The Petrie Museum of Egyptian Archaeology**  
They have online work but also have work linked to visits for KS2 – looking at Egypt in Africa. There is a charge for this, which they say is small. They also offer an Egyptian handling box. Alternatively you can make up your own pack using their resources.

*Website:* [www.petrie.ucl.ac.uk](http://www.petrie.ucl.ac.uk)

## Census forms:

These can be obtained for a street in your area from:  
Holborn Library, 32-38 Theobalds Road. London. WC1X 8PA.  
Phone: 020-7974 6342. Fax: 020-7974 6284)

*Website:* [www.camden.gov.uk/localstudies](http://www.camden.gov.uk/localstudies)

## Read

### Non Fiction

'Archaeology the Study of Our Past' – Paul Devereux (Snapping Turtle Guides)

- Looks at sites, science and what secrets lie below the ground.

*Available from:* [jorvik-viking-centre.co.uk](http://jorvik-viking-centre.co.uk)

**'Raiders and Traders'** – Anita Ganeri (Heinemann)

- Explores jobs that people did in Viking times.  
*Available from: jorvik-viking-centre.co.uk*

**'Archaeology'** – Tony Robinson/Trevor Barnes (Kingfisher)

**'Archaeology'** – Jane McIntosh (DK Eyewitness)

**'Chaco Canyon'** – R. Gwinn Vivian & Margaret Anderson (Oxford University Press, 2002)

- This is part of the Oxford University Press series – 'Digging for the Past'. Chaco Canyon is a ruin in the New Mexico desert.

**'Street Through Time'** – Anne Millard, Steve Noon (Dorling Kindersley)

- This book traces the development and changes of a street from Stone Age until present day.

**'Ice Mummy: The discovery of a 5,000 year old man'** – Cathy East Dubowski (Random House, 1998)

**'Magic School Bus Shows and Tells – A book about Archaeology'** – Joanna Cole (rebound by Sagebrush, 1999)

- Arnold brings in artefacts to show and tell. The class have to guess what it is, this leads them to go on an adventure to see if their guesses are right.

**'Archaeologists Dig for Clues'** – Kate Duke (Harper Collins Children's Books, 1997)

- Explores what scientists are looking for, how they find it and what their finds reveal.

**'City Through Time'** – Philip Steele, Steve Noon (Dorling Kindersley, 2004)

- The history of a city over 2,500 years, from Greek colonies to modern day sky scrapers.

**'Archaeology for Kids – Uncovering the Mysteries of our Past'** – Richard Panchyk (Chicago Review Press, 2001)

**'The Young Oxford Book of Archaeology'** – Norah Maloney (Oxford University Press, 1996)

- Includes a series of case studies ranging from African ancestors to the 'Garbage Project', carried out in USA. It explores how evidence has helped archaeologists understand cultures and civilisations of the past.

## **Fiction**

**'Darkhenge'** – Carrie Fisher (Definitions, 2006)

- Aimed at Years 6,7 & 8

**'Asterix in Britain'** – Rene Goscinny (Listen for Pleasure – tape or book)

# Activity 1

Look carefully at the object and then fill out the table below.

Sketch of object	Description (colour, texture etc)	What do you think it was used for?	Do we still use them?

