


## LESSON PLAN

Name:

Date:

<p>Group and number of participants: <b>School or Community Groups. Up to 30.</b></p> <p>Focus of Lesson: Teaches the identification and method of interpretation of surviving evidence and the importance of their discovery.</p> <p><b>LEARNING OBJECTIVE (LO): I can identify the purpose of surviving evidence</b></p>	<p>Time Available: (up to 1 hour)</p> 
<p><u>Group's previous knowledge and experience</u> They have a basic knowledge of the various background history and types of objects used in the period and should have an idea of the type of things to expect.</p>	
<p><u>SUCCESS CRITERIA (SC)</u> The group will (know/be able to):</p> <ol style="list-style-type: none"> <li>1. Carefully observe and examine surviving evidence</li> <li>2. Give suggestions for how the surviving evidence was once used</li> <li>3. Draw and describe the surviving evidence in a scientific way</li> </ol>	

## LESSON PLAN

Outline of lesson	Resources
<p><u>Introduction</u> ( 10mins )</p> <p><b>Starter-</b> What am I? Show part or close up of surviving evidence or artefacts. They are encouraged to guess what it might be and explain why. By observing the form and shapes of evidence students can make interpretations on their past use and what life was like at the time. What objects do we use today which people of the future will recognise as belonging to us? Televisions, I-Pads, mobile telephones, cars. We can look at objects from the past to gain better insights into what life was like at the time.</p>	<p>Resources; Screen and PowerPoint slides.</p>
<p><u>Development</u> ( 40mins )</p> <p>Photographs of surviving evidence to be identified can be used.</p> <p>Surviving evidence can tell us much about past societies, their presence in the archaeological record adds to our historical knowledge. Often, they are incomplete and need reconstruction or have no modern counterparts, so an element of guesswork is needed for their use.</p> <p>The interpretation of surviving evidence is a critical skill for archaeologists to possess and analysis of this on site can help to inform and identify specific areas of the site for its the future history.</p> <p>Images of surviving evidence shown to the class to generate discussion. Class invited to ask questions to find out as much as they can about the object. Where was it found? What does it remind you of? What do you think it is for?</p> <p>Students look at images of surviving evidence and respond to questions on these (See worksheet); then given the opportunity to draw them. If a fragment of evidence, an attempt at a drawn reconstruction is made.</p>	<p>Resources; Screen and PowerPoint slides, photographs, recording materials.</p>
<p><u>Conclusion</u> ( 10mins )</p> <p>Use final part of the lesson to summarise the importance of surviving evidence identification. What have you learned? Why should archaeologists try to recover all the pieces of surviving evidence?</p>	<p>Resources; Screen and PowerPoint slides.</p>

## Supporting Notes

Introduction answers:



Helmet



Star of David badge



Train carriage used for transporting prisoners

What are these artefacts?

Answers:

1. Bunker at Longy Bay
2. Fortification built by forced slave labourers on Alderney
3. Camouflaged bunker on Bibette Head where local stone was used to mask its existence from the air and sea
4. Pocket watch belonging to Wasil Dseruk, an SS BB1 prisoner on Alderney, confiscated on entry to Buchenwald Concentration Camp
5. Partially exposed building foundations
6. Toilet block at Auschwitz

# Worksheet

## Surviving Evidence

- Can you name these surviving pieces of evidence?
- What do they tell us about life at the time?
- Who would have used these?

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