



## Teachers' notes for Lesson 2

Lesson 2 includes a PowerPoint presentation and a hands-on activity, which aims to encourage pupils to explore more about the skeletons at the Bowl Hole and develop an understanding of what the archaeologists learned about them.

The PowerPoint presentation will guide you, and your pupils, through both activities (there is also a Keynote version for Mac).

### From the website you will need to:

- Download the PowerPoint for Lesson 2 (or the Keynote for Mac version)
- Download and print Lesson 2: Activity 1 pupil pages

### You will need to provide:

- An interactive whiteboard, or a computer to show the PowerPoint
- Tape measures or height measuring equipment for pupils

### The resource:

#### 1. The PowerPoint

The PowerPoint poses the question “What did we learn about the people buried at the Bowl Hole?”.

It introduces pupils to findings made at the excavation through the following 18 slides:

- Slide 2: dates of the excavation and an image of a dig.
- Slide 3: an illustrated map of the site showing the number and position of the skeletons.
- Slide 4: a short video clip (0:46 minutes) where Jessica Turner, from the Bamburgh Bones: Accessing Aidan Project, describes how the archaeologists decided they had found a Christian burial site
- Slide 5: an explanation of how the archaeologists came to the decision that the site was Christian. The concept of the east/west burial is quite a tricky one, so don't worry if pupils struggle with this!
- Slide 6: an introduction to the concept that our teeth tell so much about us.
- Slide 7: a short video clip (0:28 minutes) where Jessica Turner, from the Bamburgh Bones: Accessing Aidan Project, describes how tooth enamel holds traces of minerals from the environment where you lived when your teeth grew.



- Slide 8: a more detailed explanation of what Jessica described about our teeth.
- Slide 9: introduction to what else the archaeologists found that helped them determine information about the skeletons. It's important to note that there were very few grave goods, because the site was Christian. Anglo-Saxons who were not Christian or were living here before they became Christian would have buried items for the afterlife of the person (Sutton Hoo is an example of grave goods, also the Norton Princess burial at Stockton on Tees).
- Slide 10: introduction to a whole class whiteboard activity exploring what we can learn from a skeleton. The activity uses an image of a modern young woman and encourages pupils to identify what they can see that might survive 1000 years from now. We go into this in more detail in subsequent slides, so suggest you use this slide as a brief introduction and encourage a few suggestions before moving on to the next slide.
- Slide 11: identifying the items the young woman is wearing and has on her person. 11 items are identified with 12 arrows highlighting them (23 clicks in total)
- Slide 12: the image of the young woman has now become a skeleton and pupils are asked to consider what will have survived 1000 years from now and what condition those items might be in. The image of each item appears on your first click and then some information about that item on your second click - you may want to wait to click on the information to allow pupils to formulate their own ideas beforehand. 10 items are identified and 10 pieces of information (20 clicks in total)
- Slide 13: this slide builds on learning from Slide 12. It looks at the same 10 items and shows pupils how each item might be described in an archaeological report. It aims to reinforce the idea that archaeologists are often excavating items that are incomplete and unfamiliar. Each item is named and then described as if it has been excavated (20 clicks in total). Encourage discussion of how the writing focuses on the form and condition of each item and only makes assumptions of its function when that is clear. Remind pupils that this is a skeleton so items such as the buttons and zip would be found on the ribs or spine because there is no chest any more. Equally the sides of the glasses have come off because the hinges have rusted away and the skeleton no longer has ears to hold them in place.
- Slide 14: this slide illustrates the information gleaned about the young woman from her bones and teeth. 3 pieces of information are highlighted with 3 arrows (6 clicks in total)
- NB. Spend time reinforcing learning from slides 11 - 14 as the practical activity asks pupils to use the skills they have developed from the whole class whiteboard activity.
- Slide 15, 16 and 17: an introduction to and explanation of the practical activity (see activity notes)
- Slide 17: an opportunity to recap on learning from the activity and consider how learning outcomes were affected by the practical activity.



## 2. Activity 1

Download and print out a copy of the activity sheet for every child.

Pupils should work in pairs to complete this activity.

Pupils are asked to write about their partner as if they have been buried for 1000 years and they are the archaeologist who has found their skeleton. The activity builds on learning from the whole class whiteboard activity which looked at the items on the young woman in terms of what would survive and how an archaeologist might record that. Pupils now need to transfer that learning to write a report on the items on their partner that would survive.

The skeleton descriptions should be anonymous so number each sheet and record that number next to the name of the pupils but don't let the children see. Make sure you give the sheet to the partner, not the pupil!

Give pupils materials and opportunities to measure the height of their partner and also encourage them to discuss whether they were born in the place they live now, or if they were born elsewhere (this is their way of "testing" tooth enamel). Also encourage pupils to ask about broken bones as fractures show on skeletons, even old fracture. You might want to highlight that things such as hip and knee replacements would also be present as foreign objects on a skeleton 1000 years from now.

Pupils may need help with plastic items such as velcro and man-made materials. Remind them that plastic does not decompose so any plastic items would remain on the skeleton.

Once pupils have completed their reports they should give their sheets to you. You will then read out each anonymous report and pupils should try to work out who it describes - this will be a test of the writers observational writing and the group's deductive and observational skills.

At the end of the activity give time to recap on learning and for pupils to consider how they might have improved, or changed, their reports for greater success.