

# HISTORY

## The historian and archaeologist at work

It is not necessary to carry out all the activities contained in this unit.

Please see *Teachers' notes* for explanations, additional activities, and tips and suggestions.

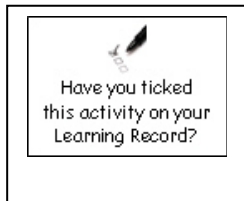
<b>Theme</b>	The historian and archaeologist at work.
<b>Level</b>	A1 – B1
<b>Language focus</b>	vocabulary, word identification, grammar, use of student's own language.
<b>Learning focus</b>	Using History textbooks and accessing curriculum content and learning activities.
<b>Activity types</b>	Matching, word identification, structuring sentences and text, cloze, multiple choice, reading comprehension, categorising vocabulary, recording learning, developing a learning resource.
<b>Acknowledgement</b>	<b>Extracts from <i>History revision for Junior Certificate</i>. Desmond O' Leary. Gill &amp; Macmillan.</b>  We gratefully acknowledge Gill & Macmillan for the right to reproduce text in some of these activities.
<b>Learning Record</b>	A copy of the Learning Record should be distributed to each student.  Students should: <ol style="list-style-type: none"> <li>1. Write the subject and topic on the record.</li> <li>2. Tick off/date the different statements as they complete activities.</li> <li>3. Keep the record in their files along with the work produced for this unit.</li> <li>4. Use this material to support mainstream subject learning.</li> </ol>

## Making the best use of these units

- **Introduction** should ensure that students understand **what** they are doing and **why**. Many students will have some difficulty in understanding both the language in the activity and the instructions/purpose for carrying out the activity.
- You can create your **personal teaching resource** by printing these units in full and filing them by subject in a large ring binder.
- **Encourage students to:**
  - Bring the relevant **subject textbooks** to language support class. It does not matter if they have different textbooks as the activities in these units refer to vocabulary and other items that will be found in all subject textbooks. These units are based on curriculum materials.
  - Take some **responsibility for their own learning** programmes by:



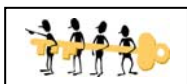
Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.



Recording what they have learnt on the **Learning Record**, which should be distributed at the start of each unit.



Keeping their own **files** with good examples of the work produced in language support for different subjects and topics. This file will be an invaluable **learning resource** in supporting mainstream learning.



Indicates that answers may be found at the end of the unit.

Don't forget that many of the activities in these units are suitable as **homework** tasks, for **self-study**, or for use in the **subject classroom** with the agreement of the subject teacher.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

HISTORY: The historian and archaeologist at work

## Keywords

The list of keywords for this unit is as follows:

### Nouns

age  
archaeologist / archaeologists  
archaeology  
artefact / artefacts  
bones  
carbon  
century  
date  
decade  
denchronology  
discovery / discoveries  
evidence  
event  
excavation  
eyewitness  
flint  
historian  
history  
knowledge  
legend  
material  
middens  
millennium  
object  
past  
people / peoples  
pollen  
pre-history  
primary source  
ring  
ruins  
secondary source  
site / sites  
source / sources  
stone  
strata

stratigraphy  
tools  
tree  
witness  
year

### Verbs

to dig  
to discover  
to examine  
to excavate  
to find (found)  
to mislead  
to mount  
to remain  
to uncover

### Adjectives

accurate  
ancient  
archaeological  
inaccurate  
legendary  
primary  
secondary

### Other keywords

in the form  
Mesolithic  
microliths  
Sandelians  
Mount Sandel

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
HISTORY: The historian and archaeologist at work

### Vocabulary file 1

This activity may be done in language support class or in the mainstream subject classroom.

Word	Meaning	Word in my language
archaeologist		
excavation		
historian		
discovery		
pre-history		
millennium		
tools		



Get your teacher to check this, then file it in your folder so you can use it in the future.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
HISTORY: The historian and archaeologist at work

### Vocabulary file 2

This activity may be done in language support class or in the mainstream subject classroom.

Word	Meaning	Word in my language
century		
discover		
artefact		
sources		
ancient		
date		
pollen		



Get your teacher to check this, then file it in your folder so you can use it in the future.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
HISTORY: The historian and archaeologist at work

### Vocabulary file 3

This activity may be done in language support class or in the mainstream subject classroom.

Word	Meaning	Word in my language
carbon		
eyewitness		
bones		
flint		
legend		
primary		
dig		



Get your teacher to check this, then file it in your folder so you can use it in the future.

**NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_  
**HISTORY: The historian and archaeologist at work**

**Level:** All  
**Type of activity:** Whole class

**Focus:** vocabulary, spelling, dictionary  
**Suggested time:** 10 minutes

### Activating students' existing knowledge

Use a spidergram to activate students' ideas and knowledge on the key points in this chapter. See **Teachers' Notes** for suggestions.

Possible key terms for the spidergram:

**history**

**source**

**sources of history**

- Invite students to provide key words in their own languages.
- Encourage dictionary use.
- Encourage students to organise their vocabulary into relevant categories (e.g. meaning, nouns, keywords, verbs etc.).



Students should record vocabulary and terms from the spidergram in their personal dictionaries.

Level: A1  
Type of activity: Pairs or individual

Focus: vocabulary, spelling, dictionary  
Suggested time: 30 minutes

### Working with words

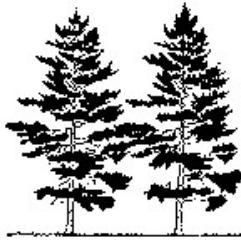
- Tick the correct answer

1)



- a) tree
- b) bones
- c) people
- d) ring

2)



- a) past
- b) stone
- c) bones
- d) tree

### Scrambled sentences

Re-arrange these words to make sentences. Do not forget the punctuation.



is years a ten decade

---

years one century is hundred a

---

past teaches history about the us

---

bones find and archaeologists objects

---

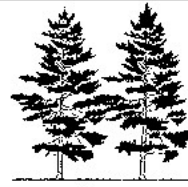
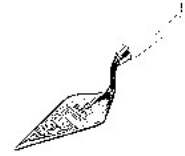


Level: A1  
Type of activity: Pairs or individual

Focus: vocabulary, basic sentence structure  
Suggested time: 30 minutes

### Picture Sentences - Tick the correct answer

1. a) This is a tool  
b) This is a man  
c) This is a school
2. a) Is this a stone?  
b) Are these trees?  
c) Is this a teacher?
3. a) This is a stone  
b) This is a tree  
c) This is an archaeologist
4. a) This is an archaeologist  
b). This is a tree  
c). These are stones



### Asking questions

Look at the examples above. Complete these questions using words from the box. Use each word once.

Is this \_\_\_\_\_ ?

Are these \_\_\_\_\_ ?

\_\_\_\_\_ this a ring?

\_\_\_\_\_ these tools?

\_\_\_\_\_ a \_\_\_\_\_ stone ?

\_\_\_\_\_ discoveries?

a Are

Is

Is bones

these

Are tree

this flint

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
HISTORY: The historian and archaeologist at work

**Level:** A1 / A2  
**Type of activity:** Pairs or individual

**Focus:** word identification, vocabulary  
**Suggested time:** 20 minutes

### Odd One Out

Circle the word which does not fit with the other words in each line.

*Example:* chair desk book train



1. century decade prehistory school
2. teacher objects tree discover
3. eyewitness sources ring schoolbag
4. source artefact tools rabbit

What is the difference between tree and three?

**tree** \_\_\_\_\_

**three** \_\_\_\_\_

Use a dictionary if you are not sure.

Explain these key words. Use your dictionary or textbook.

eyewitness: \_\_\_\_\_

\_\_\_\_\_

artefact: \_\_\_\_\_

\_\_\_\_\_

source: \_\_\_\_\_

\_\_\_\_\_

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
HISTORY: The historian and archaeologist at work

**Level:** A2 / B1  
**Type of activity:**  
Individual

**Focus:** key vocabulary, writing  
descriptive text  
**Suggested time:** 40 minutes

## History keywords

Fill in the missing letters of the keywords listed below.  
On the line beside each word, write whether the word is a noun, an adjective or a verb.

1. art\_fa\_t\_ \_\_\_\_\_
2. pr\_m\_ry \_\_\_\_\_
3. d\_sco\_er \_\_\_\_\_
4. h\_st\_ry \_\_\_\_\_

Find each word in your text book. Put each word into a short sentence in your own words.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



Check that these keywords are in your personal dictionary.

**Level:** A1 / A2  
**Type of activity:** Pairs or individual

**Focus:** key vocabulary, pronunciation, spelling  
**Suggested time:** 20 minutes



### Unscramble the letters

1). Archaeologists are interested in ATRFCTSEA

**Answer** \_\_\_\_\_

1). History tells us the story of the TPSA

**Answer** \_\_\_\_\_

1). A place where artefacts are found is called a STEI

**Answer** \_\_\_\_\_

1). Archaeologists use these objects to dig TLOSO

**Answer** \_\_\_\_\_

Look at each word as you write the answer.

Is your spelling correct?

Can you pronounce the word?

Do you know what the word means?

Have you got this word in your personal dictionary?



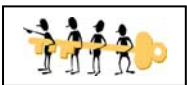
**Solve**

**the secret code**

English=	A	C	D	E	F	I	N	M	O	S	T	U
Code=	B	X	Y	F	G	Q	R	O	L	E	A	W

**example: (code) EQAF = SITE (English)**

**YFXBYF: \_\_\_\_\_**



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
HISTORY: The historian and archaeologist at work

Level: A2 / B1  
Type of activity: Pairs or individual

Focus: reading comprehension, extracting meaning from text, vocabulary  
Suggested time: 40 minutes

### Completing text



Fill in the blanks in these sentences. Use words from the Word Box below.

1. The English word 'history' comes from the Greek word 'historia', which means story.
2. 'History' is therefore the story of the \_\_\_\_\_ told as truthfully as possible.

### Evidence

1. \_\_\_\_\_ is based on evidence, i.e. on material that remains from the past.
2. Sometimes \_\_\_\_\_ is in the form of objects, e.g. coins, buildings or pictures.
3. However, historians are especially interested in documentary (written) evidence.
4. Written evidence consists of \_\_\_\_\_ and secondary sources.
5. Primary sources were written by people directly involved in an event, e.g. a diary, a battle report, an eyewitness newspaper account.
6. Secondary \_\_\_\_\_ were written by people not directly involved in an event, e.g. a school textbook.

### Word Box

History	past	primary
evidence	sources	

Use the sentences above to fill in information about **evidence**:

Objects	Primary sources	Secondary sources

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

HISTORY: The historian and archaeologist at work

Level: A2 / B1

Type of activity: Individual

Focus: key vocabulary, topic information, reading comprehension

Suggested time: 30 minutes



## Multiple choice

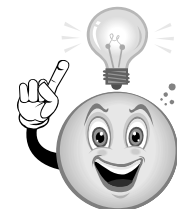
*(Read the text below and choose the best answers)*

**Text:**

We cannot always be certain about history. Sources may have been destroyed, e.g. during the Civil War in Ireland. Sources may also be inaccurate: anyone involved in an event will tell the story mainly from his or her own point of view. Some historians who feel very strongly about a subject may at times deliberately mislead their readers.

The word 'prehistory' refers to the time before writing was invented. Our knowledge of prehistory depends mainly on archaeology. Archaeologists try to find out about prehistoric people by examining material excavated from the ground.

1. What can we not always be certain about?  
a) having dinner                      b) before lunch  
c) English                                d) history
2. Where may sources have been destroyed?  
a) China                                  b) during the Civil war  
c) space                                  d) in the bin
3. What do some historians feel strongly about?  
a) a subject                              b) England  
c) school                                 d) world
4. Does prehistory refer to the time before writing was invented?  
a) yes                                      b) no



What does *e.g.* mean?  
What does *etc.* mean?

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
HISTORY: The historian and archaeologist at work

**Level:** B1  
**Type of activity:** Pairs/small groups

**Focus:** vocabulary, structure, creating text  
**Suggested time:** 40 minutes

Planning text

Use this chart to plan a text on the topic, 'Sources we use in studying History'.

Introduction

First paragraph - objects

Second paragraph - primary sources

Third paragraph - secondary sources

Concluding points

Important words for this topic.





NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**HISTORY: The historian and archaeologist at work**

**Level:** All  
**Type of activity:** Individual

**Focus:** content words, dictionary work, word identification  
**Suggested time:** 30 minutes

### Grammar points

In this Unit, we came across the following verbs:

- to discover
- to find
- to excavate

Look up these words up in your dictionary and write your own definition.

Verb	Meaning	In my language
to discover		
to find		
to excavate		

### Noun Hunt

Circle 10 nouns in these columns.

Score 4 points for each correct answer.

Who will score the highest? Perhaps you will. Good luck!

tree

primary

tools

discover

artefact

objects

secondary

shovel

historic

pollen

bones

found

legendary

flint

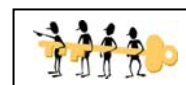
eyewitness

they

excavating

source

mount



Score: \_\_\_\_\_ points

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

HISTORY: The historian and archaeologist at work

**Level:** All  
**Type of activity:** Individual

**Focus:** prepositions, sentence structure, writing text  
**Suggested time:** 30 minutes

## Grammar Points

In this Unit, we came across the following prepositions.

Look through your textbook to find these words. Check the meanings in your dictionary.

**from**

**out**

**in**

**on**

**off**

**to**

Draw shapes or symbols in the box below to show that you understand the meaning of these prepositions.

Write a short sentence for each preposition.

**from** \_\_\_\_\_

**out** \_\_\_\_\_

**in** \_\_\_\_\_

**on** \_\_\_\_\_

**off** \_\_\_\_\_

**to** \_\_\_\_\_



Get your teacher to check this, then file it in your folder so you can use it in the future.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

HISTORY: The historian and archaeologist at work

Levels: A1 / A2

### Alphaboxes

Using your textbook, find one word beginning with each of the letters of the alphabet. Write the word in the relevant box. You could also write the word in your own language.

a	b	c
d	e	f
g	h	i
j	k	l
m	n	o
p	q	r
s	t	u
v	w	xyz

Do you understand all these words?

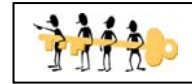


Get your teacher to check this, then file it in your folder so you can use it in the future.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
HISTORY: The historian and archaeologist at work

## Word search

Level: All levels



Find the words below.

When you have found all the words, write each word in your own language.

B Z O Z C E N T U R Y Q J Z D  
W P Q H I S T O R I A N Q E L  
Z W Y R L B H Z O A D B N O A  
F X B U U I S E C O N D A R Y  
T Y D K T N A R T E F A C T L  
W E X C A V A T E L S L I J G  
K B X B G X L L B U P C E X M  
X L L D I G R V G Y G S H R H  
K A R C H A E O L O G I S T U  
W W D V P R I M A R Y O S J G  
Z Q S H H R U C I Y B U K S H  
W S O U R C E F S T L X T D Y  
J E X C A V A T I O N I Y U K  
N I M I L L E N N I U M N O R  
L Y S M I T Z A K P O L L E N

ARCHAEOLOGIST  
ARTEFACT  
CENTURY  
DIG  
EXCAVATE  
EXCAVATION  
HISTORIAN  
MILLENNIUM  
POLLEN  
PRIMARY  
SECONDARY  
SOURCE

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

HISTORY: The historian and archaeologist at work

### Play Snap

Make Snap cards with 2 sets of the same keywords. See *Notes for teachers* for ideas about how to use the cards.



<b>excavation</b>	<b>excavation</b>
<b>artefact</b>	<b>artefact</b>

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

HISTORY: The historian and archaeologist at work

**Mesolithic**

**Mesolithic**

**Stone Age**

**Stone Age**

**to excavate**

**to excavate**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

HISTORY: The historian and archaeologist at work

**primary**

**primary**

**eyewitness**

**eyewitness**

**tools**

**tools**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

HISTORY: The historian and archaeologist at work

**people**

**people**

**carbon**

**carbon**

**stratigraphy**

**stratigraphy**



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
HISTORY: The historian and archaeologist at work

## Answer Key

### Scrambled sentences (p.8) =

Ten years is a decade.

One century is a hundred years.

History teaches us about the past.

Archaeologists find bones and objects.

**Odd One Out** = school, teacher, schoolbag, rabbit

**Scrambled Letters** = artefacts, past, site, tools

**Secret Code** = decade

### Completing Text =

1. The English word 'history' comes from the Greek word 'historia', which means story.
2. 'History' is therefore the story of the past told as truthfully as possible.

### Evidence

1. History is based on evidence, i.e. on material that remains from the past.
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3. However, historians are especially interested in documentary (written) evidence.
4. Written evidence consists of primary and secondary sources.
5. Primary sources were written by people directly involved in an event, e.g. a diary, a battle report, an eyewitness newspaper account.
6. Secondary sources were written by people not directly involved in an event, e.g. a school textbook.

*(History revision for Junior Certificate, p.1)*

**Multiple Choice** = d, b, a, a

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**HISTORY: The historian and archaeologist at work**

**Grammar Points** = tree, tools, artefact, objects, shovel, pollen, bones, flint, eyewitness, source

**Word search:**

B Z O Z G E N T U R Y Q J Z D  
W P Q H I S T O R I A N Q E L  
Z W Y R L B H Z O A D B N O A  
F X B U U I S E G O N D A R Y  
T Y D K T N A R T E F A G T L  
W E X C A V A T E L S L I J G  
K B X B G X L L B U P C E X M  
X L L D I G R V G Y G S H R H  
K A R C H A E O L O G I S T U  
W W D V P R I M A R Y O S J G  
Z Q S H H R U C I Y B U K S H  
W S O U R G E F S T L X T D Y  
J E X C A V A T I O N I Y U K  
N I M I L L E N N I U M N O R  
L Y S M I T Z A K P O L L E N