

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.

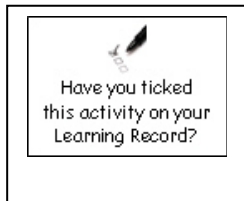
Theme	The historian and archaeologist at work.
Level	A1 – B1
Language focus	vocabulary, word identification, grammar, use of student's own language.
Learning focus	Using History textbooks and accessing curriculum content and learning activities.
Activity types	Matching, word identification, structuring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

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.

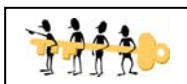


Have you ticked
this activity on your
Learning Record?

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.

NAME: _____ DATE: _____
HISTORY: The historian and archaeologist at work

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

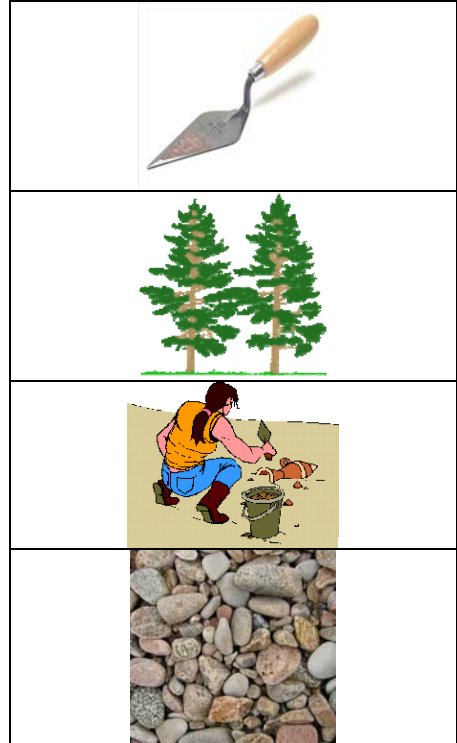
Picture Sentences - Tick the correct answer

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?



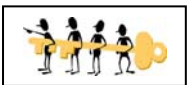
Solve

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

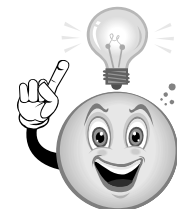
(Read the text below and choose the best answers)

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

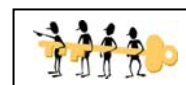
eyewitness

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?

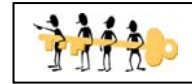


Get your teacher to check this, then file it in your folder so you can use it in the future.

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.



excavation	excavation
artefact	artefact

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.
2. Sometimes evidence 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 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