

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

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	Irish Cultural Revival	
All students: Activities that are suitable for Learning Support, Language Support and the Mainstream Subject Class include:	Keywords	3
	Vocabulary File	4-6
	Activating Students' Existing Knowledge	7
	Completing Sentences	13
	Multiple Choice	14
	Writing	15-16
	Wordsearch	20
Learning support and Language support: Activities suitable for students receiving Learning or Language Support include:	Working with words	8
	Picture Sentences	9
	Odd One Out	10
	History Keywords	11
	Unscramble the letters	12
	Alphaboxes	19
	Play Snap	21-24
Language support: Additional activities for Language Support:	Grammar points	17-18
Levels for Language Support	A1 – B1 The language level of each activity is indicated in an information box.	
Learning focus	Using History textbooks and accessing curriculum content and learning activities.	
Acknowledgement	The <i>English Language Support Programme</i> acknowledges the permission of Gill and Macmillan to reproduce excerpts from <i>History Revision for Junior Certificate</i> by Desmond O' Leary.	

Note: The categorisation of activities is indicative only and should not prevent teachers from using any activities that are considered suitable for a particular group of students.

Making the best use of these units

Learning Record

A copy of the Learning Record should be distributed to each learning support and language support student.

Students should:

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.

Introduction of a topic or activity 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 learning/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:



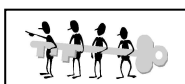
Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.



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 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 also suitable as **homework** tasks or for **self-study**.

Keywords

The list of keywords for this unit is as follows:

Nouns

age
archaeologist / archaeologists
archaeology
artefact / artefacts
bones
carbon
century
date
decade
dendrochronology
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

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Vocabulary file 1

Word	Meaning	Note or example*
archaeologist		
excavation		
historian		
discovery		
pre-history		
millennium		
tools		

* You may wish to write a sentence or phrase, make a note of the page in your textbook where this word appears or, if English is not your first language, provide a translation into your language.



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

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Vocabulary file 2

Word	Meaning	Note or example
century		
discover		
artefact		
sources		
ancient		
date		
pollen		



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Vocabulary file 3

Word	Meaning	Note or example
carbon		
eyewitness		
bones		
flint		
legend		
primary		
dig		



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HISTORY: The historian and archaeologist at work

Language Level: All
Type of activity: Whole class
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 newcomer students to provide key words in their own languages.
- Encourage dictionary use.
- Encourage all students to organise their vocabulary into relevant categories (e.g. meaning, nouns, keywords, verbs etc.).



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

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

Language Level: A1
Type of activity: Pairs or individual
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) trees



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

Language Level: A1
Type of activity: Pairs or individual
Suggested time: 30 minutes

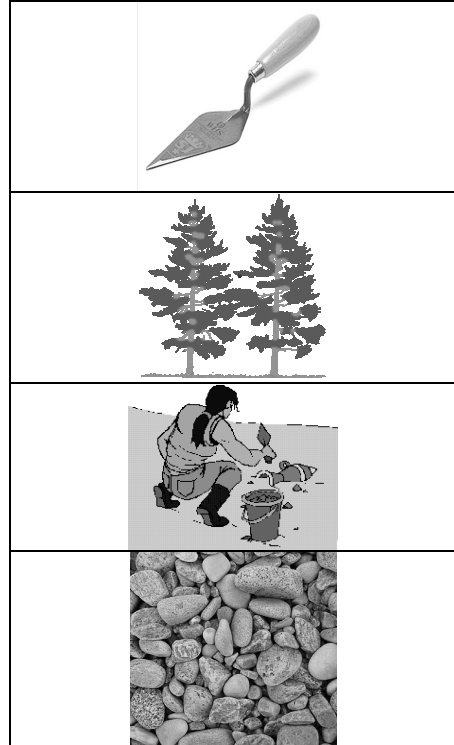
Picture Sentences - Tick the correct answer

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

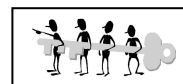
Are tree

this flint

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Language Level: A1 / A2
Type of activity: Pairs or individual
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: _____

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Language Level: A2 / B1
Type of activity: Individual
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.

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Language Level: A1 / A2
 Type of activity: Pairs or individual
 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?



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

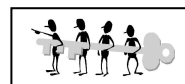
Solve the secret code

example: (code) EQAF = SITE (English)

YFXBYF: _____

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Type of activity: Pairs or individual
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

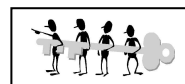
History	past	primary
evidence		sources

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

Objects	Primary sources	Secondary sources

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Language Level: A2 / B1
Type of activity: Individual
Suggested time: 30 minutes



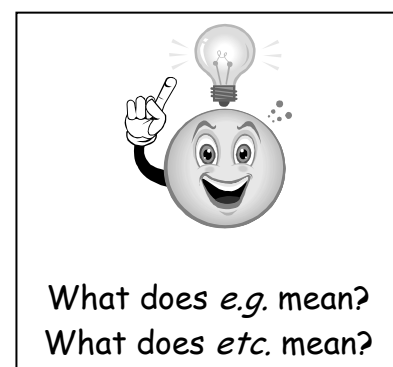
Multiple choice

(Read the text below and choose the best answers)

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



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Language Level: B1
Type of activity: Pairs/small groups
Suggested time: 40 minutes

Writing 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.

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Use your plan and write about:

'Sources we use in studying History'.



When your teacher has checked this, file it in your folder so you can use it in the future.

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Language Level: All
Type of activity: Individual
Suggested time: 30 minutes

Grammar points

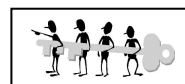
In this Unit, we came across the following verbs:

- to discover
- to find
- to excavate

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

Verb	Meaning	Note or example
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

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Language Level: All
Type of activity: Individual
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.

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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

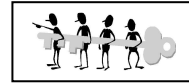
Do you understand all these words?



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

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Word search



Find the words below.

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

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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

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Mesolithic

Mesolithic

Stone Age

Stone Age

to excavate

to excavate

NAME: _____ DATE: _____
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primary

primary

eyewitness

eyewitness

tools

tools

NAME: _____ DATE: _____

HISTORY: The historian and archaeologist at work

people

people

carbon

carbon

stratigraphy

stratigraphy

NAME: _____ DATE: _____
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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

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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 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