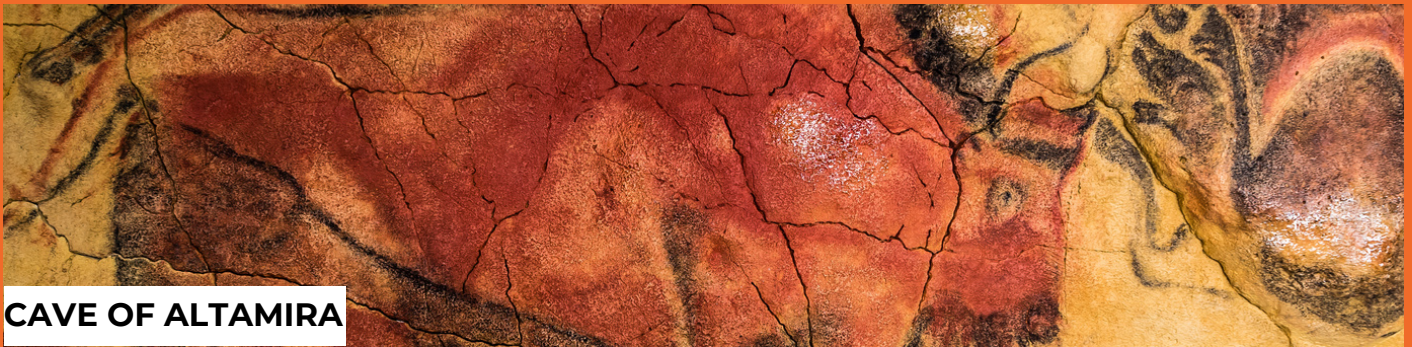
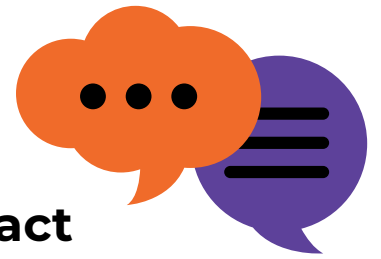


LESSON PLANS

Historical Detective

Unravelling the Mystery of an Ancient Artifact



CAVE OF ALTAMIRA



TERRACOTTA ARMY



STONEHENGE



THE SPHINX

GRADE LEVEL	A2-C1
CLIL SUBJECT	HISTORY
OBJECTIVE	Students will develop critical thinking skills in historical analysis.
MATERIALS NEEDED	• Replicas or images of ancient artifacts (can be related to a specific historical era or civilisation). • Whiteboard or flip chart. • Research materials (books, articles, online resources).
LESSON DURATION	65 MINUTES

LESSON PROCEDURE

1. **INTRODUCTION (10 minutes):**

- Introduce the concept of historical artifacts and their importance in understanding the past.
- Present a mysterious ancient artifact (replica or image) without revealing its origin or historical context.

2. **SEE (10 minutes):**

- Encourage students to observe the details, materials, and any inscriptions or symbols on the artifacts.
- Prompt students to write down their initial observations and questions about the artifacts.

3. **THINK (10 minutes):**

- Divide students into small groups and provide each group with a detailed image or replica of the artifact.
- Instruct each group to analyze the artifact, noting its features, possible materials, and any inscriptions or symbols.
- Encourage students to reflect on the possible functions and purposes of the artifact.

4. **WONDER (20 minutes):**

Ask students to consider questions that arise from their observations and group discussions about the artifacts:

- What is this artifact used for?
- What materials do you think were used to make this artifact?
- How might people from the past have used this in their daily lives?
- What do you think the symbols or pictures on the artifacts mean?
- Can you find any similarities or differences between this artifact and things we use today?
- If you had this artifact today, how might you use it in your life?
- What do you think the people who made this artifact were trying to tell us?
- If you could touch this artifact, how do you think it would feel?
- What colors do you see on the artifact?
- Do any of them remind you of something else?

5. **RESEARCH AND DISCUSSION (15 minutes):**

- Bring the class together for a discussion where each group shares their hypotheses, findings, and wonders.
- Compare and contrast the different interpretations and hypotheses, encouraging students to analyse the evidence presented by their peers.

CLOSURE

Finally, reveal the true historical context and origin of the artifact. Discuss how accurate or inaccurate the students' hypotheses were and what clues led to the correct identification.

ASSESSMENT	• Assess the depth of their contributions to group discussions. • Consider whether they captured the key elements, emotions, and historical context. • Assess the creativity demonstrated in their visual representations.
EXTENSION	Have students discuss potential artifacts from today that could be studied in the future and how they might be perceived.