Module 1

Archaeology of the Classroom: *What will survive?*

*Discover archaeology and the work of an archaeologist*

Curriculum Linkages and Integration

*See Teacher Guidelines for additional information*

---

SESE History

**INFANT CLASSES**

- **STRAND: Story**
  - Strand Unit: Stories

**1st & 2nd CLASSES**

- **STRAND: Story**
  - Strand Unit: Stories
- **STRAND: Change and Continuity**
  - Strand Unit: Continuity and change in the local environment

**3rd & 4th CLASSES**

- **STRAND: Local Studies**
  - Strand Unit: My school
  - Strand Unit: Buildings, sites or ruins in my locality
  - Strand Unit: My locality through the ages
- **STRAND: Story**
  - Strand Unit: Stories from the lives of peoples in the past
- **STRAND: Change and Continuity Over Time**
  - Strand Unit: Continuity and change in the local environment

**5th & 6th CLASSES**

- **STRAND: Local Studies**
  - Strand Unit: Schools
  - Strand Unit: Buildings, sites or ruins in my locality
  - Strand Unit: My locality through the ages
- **STRAND: Story**
  - Strand Unit: Stories from the lives of peoples in the past
- **STRAND: Change and Continuity Over Time**
  - Strand Unit: Continuity and change in the local environment

---

**LINKAGES**

- SESE Geography
  - Human environments
  - Natural environments
- SESE Science
  - Materials
  - Living Things

**INTEGRATION**

- Mathematics
  - Shape & space
  - Number
  - Data
- Visual Arts
  - Paint & colour
- SPHE
  - Myself
  - Myself and the wider world
- English
  - Receptiveness to language
  - Competence and confidence in using language
  - Developing cognitive abilities through language
  - Emotional and imaginative development through language
- Gaeilge
  - Eisteacht
  - Labhairt
  - Scríbhneoireacht
  - Léitheoireacht
“It was educational, fun and entertaining and I really enjoyed it so I think other children would enjoy it too. I have to say that it is one of the best subjects in school today”.

6th Class Pupil
Module 1: Archaeology of the Classroom: What will survive?

**OBJECTIVE**

To give the pupils a general understanding of archaeology and the work of an archaeologist by doing an imaginary excavation of their classroom.

**AGE APPROPRIATENESS**

This module is suitable for all classes. To manage the module for each age group, see Teacher Guidelines.

**MATERIALS REQUIRED**

Activity Sheets (AS)
- Colour in the Artefacts (AS1)
- Colour in the Monuments (AS2)
- What will Biodegrade? (decay) (AS3)
- Church/School/House (AS4)

**PREPARATION**

To begin, pupils need a basic understanding of what the word ‘archaeology’ means. Write the word ‘archaeology’ on the board (see if the pupils can spell it for you!). Archaeology is ‘the study of how people lived in the past through the examination of the physical remains they left behind’. What do they think the word means?

The physical remains that archaeologists look at can be divided into two categories:
- artefact: portable objects such as pottery, jewellery, etc. (AS1)
- monument: castle, megalithic tomb, stone circle, ringfort etc (AS2)

Discuss with the pupils what materials survive and what will decay. It is important to understand that what survives from the past is very fragmentary because so much will decay over time. Only what survives is available for the archaeologist to study. (AS3)

Prompt: When discussing monuments use local examples.
Let’s get started!

**Setting the Scene**

- A mudslide flow or a volcano eruption engulfs the whole school
- The school is buried in a deep layer of mud or lava
- A thousand years later the government wants to build a space station on the site of the school
- The archaeologists are asked to investigate
- What will they find?

**The Activity**

Reconstruct the archaeological excavation of the school through a discussion with the pupils. What will the archaeologists find when they dig away the covering of mud or lava? Identify what remains of the monument (the school) and its artefacts (the contents).

- **Monument:** - what will remain of the building? - what features will survive? - doors?, windows?, walls? How would the archaeologist know that the ruined building was a school and not a dwelling or church? (AS4)
- **Artefacts:** - what survives? what will have decayed? - do they give clues to the use of different rooms in the building?

**What about the Pupils?**

In certain conditions human bodies or skeletons will survive a mudslide/volcano.

What does it tell us when certain rooms in the building contain the remains of one adult, and 35 children all of roughly the same age? Discuss what may survive of their personal effects, e.g. clothes, jewellery, shoes, buckles, dental fillings. What do these artefacts tell us about the pupils?

**Historic Research**

Background historic research is essential to archaeologists working in the historic period. Such information will help discover the building’s use and what happened to it.

- Discuss what is currently on record about the school: history; roll books; reports in local newspapers of events (concerts, sport); school web site, etc.
- What will survive of these records after the mudslide/volcano?
- Where would you get additional information: newspaper reports about the mudslide/volcano; TV and radio reports (would these survive?); eyewitness reports etc.

**Prompt:** Focus on the importance of keeping records and putting them in a safe retrievable place for posterity.
Putting the Pieces Together

An archaeological excavation is like guessing the picture of a 1,000-piece jigsaw, but with only 100 pieces left. At the end of the excavation the archaeologist must write a report explaining all the information that has been discovered. In the same way the discussion about the mudslide/volcano needs to be brought to a conclusion.

Go through the process of how the archaeologist builds up a picture of the past from the evidence recovered during the excavation:

- It was a school: name and date plaque
- The school was organised in a certain way: classroom layout (tables; chairs; doors; windows); hallway; cloakroom; office; toilets etc.
- It was a primary school: age range of pupils (4-12)
- Do the surviving artefacts give extra information about life in the school? (computers; sports trophies; religious statues etc.)

Closing Activity

You are a news reporter in 1,000 years time reporting on an archaeological excavation where the remains of a school, destroyed by a mudslide/volcano, is being uncovered. Write an account of what the excavation has discovered. What have the archaeologists found out about school life in the early 21st century?

Weblinks

Classifying objects in the classroom
www.msnucleus.org/membership/html/k-6/as/benviron/k/ashek_2a.html

Pompeii in Vesuvius’ shadow
www.archaeology.org/interactive/pompeii/index.html

Key Terms
- Archaeology
- Artefact
- Monument

“Teacher’s Log

“This module created an atmosphere of curiosity and awoke a hunger for information in the pupils”.

4th Class Teacher
Colour in the Artefacts

Module 1
Activity Sheet 1

Name ________________________________

[Images of artefacts to be coloured]
Colour in the Monuments

Name ____________________________

- House with a water wheel
- Axe with a zigzag pattern
- Ceramic vessel with grooves
- Round huts with thatched roofs
- Spiral-shaped object
- Church and surrounding buildings
- A stone structure with a door
- A stone circle with standing stones
What will Biodegrade?

Colour in the items that will biodegrade (decay).
Name or draw a picture of the different artefacts you would find in a church, a school and a house.

<table>
<thead>
<tr>
<th>Church</th>
<th>School</th>
<th>House</th>
</tr>
</thead>
<tbody>
<tr>
<td>Altar</td>
<td>Desk</td>
<td>Bed</td>
</tr>
</tbody>
</table>
## CONTENTS

- Managing the Module
- Background Information
- Skills Development
- Strands

### Linkages | Integration
---|---
SESE Geography | Mathematics
SESE Science | Visual Arts
Gaeilge | English

Module 1: Archaeology of the Classroom: What will survive?
Managing the Module: Senior Classes

PREPARATION

This is an exercise designed to give the pupils an understanding of archaeology and the work of an archaeologist. The activity is a classroom discussion based on the idea of the room itself being excavated by archaeologists in 1,000 years time, having been destroyed by a mudslide /volcano.

In preparation, the pupils will need to be introduced to the concept of archaeology- ‘the study of how people lived in the past through the examination of the physical remains they left behind’. Thus the three key concepts in archaeology are ‘people’, ‘the past’ and ‘physical remains’.

These physical remains can be divided into two categories: artefacts and monuments. The Activity Sheets (AS) in this module are designed to help pupils become familiar with the concepts of ‘artefacts’ and ‘monuments’, and with the process of decay which affects the survival of both. The Activity Sheets may not be necessary if the pupils already have a grasp of these concepts.

What remains from the past, be it artefact or monument, has survived the erosion of time. In order to grasp how archaeology works, the pupils need to be introduced to the concept of decay. Decay is closely related to the nature of the material: what is organic usually decays at a much faster rate than what is inorganic. Activity Sheet 3 (AS3) shows the difference between organic and inorganic material (see below).

The tops of the walls have crumbled but the outline of the building is still apparent when the archaeologists remove the fallen rubble. The archaeologists could estimate how high the building was from the amount of fallen rubble.

- With the rubble removed the archaeologists can make out the ground plan of the school. This shows the location of rooms and corridors, as well as the doors linking them. This should give us enough information to show that the ruin was a school rather than a house or a church or some other type of building. Activity Sheet 4 (AS4) is designed to tease out the functions of different building types.
- Will the archaeologists be able to tell the position of windows? They might find lots of shattered glass in places where the windows were located. If they put all the broken pieces of glass together they might even be able to tell what shape the window was.
- The location of doorways will tell the archaeologists a lot about how the building functioned. Why is the location of doors so important in a building?
- Will they find a fireplace? In an old school there could be a blocked up fireplace, which can lead to discussion about schooling in the old days. Why were they blocked up? What replaced the open fire and why?
- Will there be any remains of the toilets? Ceramics last very well so they should be able to reconstruct the wash-hand basins etc. What will this tell us about the school?

What will survive of the Monument?

Gathering Information

An event like a mudslide/volcano covering a school would be reported in the news media. Discuss with the class the kind of media coverage the event would attract. Relate this to the way historic documents tell us about events in the past.
What will survive in the form of artefacts?

Most of the things made of organic materials will decay, like books, chairs and tables (if wooden), pencils, maps, pictures. Items made from inorganic materials such as window glass, computers, ceramic cups etc. are more likely to survive. The final clincher in determining that the ruin was a school would be a stone plaque bearing the name of the school and its date of construction. (Is there such a plaque in your school?)

Managing the Module: Junior Classes

Infants

Explain the term *artefact* as a portable object—something you can pick up and is a distinct ‘thing’ \((\text{AS1})\). Ask the pupils to name the portable objects in the classroom. They could then explore the different types of artefacts to be found in a classroom and in a room in their homes. They might also explore the idea of artefacts that will decay in the ground and those which will not. This is also closely related to the difference between living things and inanimate objects.

Introduce the term ‘archaeologist’ as someone who looks at old things: old buildings and old objects. Name some examples of these for them.

Closing Activity: Draw and colour a picture of an artefact in the classroom.

1st and 2nd

Introduce the term archaeologist as someone who looks at old things: old buildings (monuments) and old objects (artefacts). Explain the term *artefact* as a portable object—something you can pick up and is a distinct ‘thing’ \((\text{AS1})\). Ask the pupils to list the artefacts in the classroom and explore the reason why these are found in the classroom. They could then explore the different types of artefacts to be found in a classroom and in a room in their homes. They might also explore the idea of artefacts that will decay in the ground and those that will not. This is also closely related to the difference between living things (organic) and inanimate objects (inorganic) \((\text{AS3})\).

Explain the term *monument* as any old building or ruin in the locality? Can they name any examples? Write a list on the board.

If the school was covered in a mudslide/volcano what would survive? Which artefacts in the classroom would survive? What will these artefacts tell us about the classroom? (e.g. a metal pencil sharpener means writing, a tin whistle means music).

Closing Activity: Draw and colour a picture of one of the artefacts that would survive in the classroom.
BACKGROUND INFORMATION

What kinds of things decay when buried in soil?
Food remains decay rapidly through animal action in the soil (ants, worms etc.) especially if buried near the surface. In soil conditions where oxygen, warmth and moisture are present, organic materials such as natural textiles, leather, paper, the soft tissue of humans and animals and the organic part of their bones, are quickly broken down by bacterial action. If any of the three influencing factors (warmth, moisture or oxygen) are absent there is a far greater chance of preservation, as in permanently frozen, waterlogged or desert conditions.

What happens to litter and rubbish?
Litter is composed of many different materials that break down at varying rates. Foods are biodegradable materials, which means that they may be broken down in a few weeks. Other materials, like plastic for example, are non biodegradable. When exposed to the elements-sunlight, water, and air - plastic might begin to decay but this could take many decades even centuries. Some plastics remain unchanged for centuries because they cannot be dissolved in water and because micro-organisms cannot feed on them. Polystyrene, used in packaging material and also as beverage and food containers, will perhaps break down after a millennium or so!

APPROXIMATE RATES OF DECAY

<table>
<thead>
<tr>
<th>ORGANIC</th>
<th>INORGANIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orange and banana peels</td>
<td>2-5 weeks</td>
</tr>
<tr>
<td>School papers and newspaper</td>
<td>4 - 6 weeks</td>
</tr>
<tr>
<td>Cardboard box</td>
<td>4 - 5 months</td>
</tr>
<tr>
<td>Cotton shirt</td>
<td>1-5 months</td>
</tr>
<tr>
<td>Paper handkerchief</td>
<td>3 - 6 months</td>
</tr>
<tr>
<td>Woollen sock</td>
<td>1 year</td>
</tr>
<tr>
<td>Paper page</td>
<td>1 month</td>
</tr>
<tr>
<td>Woody materials such as wood-chips, branches and twigs</td>
<td>2 years</td>
</tr>
<tr>
<td>Tin cans</td>
<td>100 years</td>
</tr>
<tr>
<td>Aluminium cans</td>
<td>200-400 years</td>
</tr>
<tr>
<td>Plastic bottles and jugs</td>
<td>700 years</td>
</tr>
<tr>
<td>Plastic bags and disposable nappies</td>
<td>10-20 years</td>
</tr>
<tr>
<td>Thin plastic used for wrapping biscuits, crisps etc.</td>
<td>5 years</td>
</tr>
<tr>
<td>Plastic rings which keep cans together</td>
<td>100 years</td>
</tr>
<tr>
<td>Plastic toy</td>
<td>450-1,000 years</td>
</tr>
<tr>
<td>Polystyrene (burger boxes)</td>
<td>Possibly never</td>
</tr>
<tr>
<td>Chewing gum</td>
<td>5 years</td>
</tr>
<tr>
<td>Cigarette filters</td>
<td>1-2 years</td>
</tr>
<tr>
<td>Glass (easy to recycle)</td>
<td>4,000 years to break down to its natural components</td>
</tr>
<tr>
<td>Other glass bottles and jars</td>
<td>1,000,000 years</td>
</tr>
<tr>
<td>Scrap metal</td>
<td>50 years</td>
</tr>
<tr>
<td><strong>ORGANIC / INORGANIC MIX</strong></td>
<td></td>
</tr>
<tr>
<td>Leather shoe</td>
<td>50 years (because of rubber sole)</td>
</tr>
<tr>
<td>Wooden chair with iron legs</td>
<td>80 - 100 years (because of iron)</td>
</tr>
</tbody>
</table>
DECAY OF TEXTILES

The two main fibre types most commonly found blended and dyed to make textiles are natural fibres and synthetic fibres. Natural fibres include vegetable fibres such as cotton, flax and hemp, animal fibres such as sheep's wool, and mineral fibres such as asbestos. Synthetic fibres are polymers based on petroleum and cellulose such as nylon.

Only certain environmental conditions allow textiles to be preserved; examples are the arid Egyptian deserts and the peat bogs of Northwest Europe. One can correctly interpret the deterioration of textiles only by understanding both the composition of textiles and the environment in which they are deposited. In general, synthetic fibres take much longer to degrade than natural fibres.

DECOMPOSITION OF HUMAN AND ANIMAL REMAINS

During decomposition, a body will create heat, gradually liquify and change the chemical environment of the area immediately around it. There are three main factors associated with the preservation of human/animal remains and associated materials:

- **Environment.** Water, soil, temperature and air are leading environmental factors influencing decomposition rates. Ground freezing inhibits chemical reactions and will work to preserve remains and materials, as well as impede scavenger and faunal activity. Oxygen levels are also highly influential to decay rates. Decomposition may be accelerated in porous, light soils and retarded in clay-like soils or deeper burials.
- **Local flora and fauna.** Particularly notable are the presence of worms and insects, and other organisms that will react with the remains.
- **Activities of humans.** For example, land drainage will affect soil-preservation properties.

Much of the human body consists of water, dissolved salts, proteins, carbohydrates and lipids. Only bones and teeth, which comprise approximately 7% of the human body, consist of durable mineralised tissues (calcium). This is what we see when we find a skeleton.

DECOMPOSITION OF PLASTICS

Film stock made from cellulose nitrate (or celluloid) is very prone to decay. Most films that are pre 1950s have already disintegrated. Other materials like electric guitars that are made from cellulose acetate are more robust. Barbie dolls, made from polvinyl chloride (PVC), are extremely resistant to decay. All three types, (celluloid, cellulose acetate, PVC), are polymers, with long linear chains that break down in a similar manner. Plastics can decay in a number of ways:

- as a result of being in sunlight
- as a result of getting wet or hot
- as a result of contamination.

The better lasting plastics are those that have complex internal arrangements of molecular chains, which interlink to provide extra durability. Bakelite, made from carabolic acid and formaldehyde, was used extensively from the 1920s and has lasted better than other plastics. Materials made from polyurethane, used for its flexibility in objects such as furniture, will react with oxygen over time, turn brittle and eventually disintegrate.
Corrosion is the primary means by which metals deteriorate. In nature most metals are present in a rock-like substance called ore (such as iron ore). Metal ores are oxides. By subjecting these ores to huge amounts of energy and heat, oxygen can be removed leaving the pure metal. Pure metal, if given the chance to recombine with oxygen, will become a metal oxide again. This reaction is called oxidation otherwise known as corrosion. When iron metal oxidises, it turns into iron oxide, which is the familiar brown “rust”.

**Metals which do not corrode:**
- **Gold**
  Gold does not corrode; it is one of the few metals that we find naturally as a pure metal. Gold mines produce pure gold rather than ore.
- **Silver**
  Silver is not affected by moisture and does not usually corrode. However, its surface will tarnish black when exposed to the minute amounts of sulphur present in the air. That’s why you have to polish silver periodically to keep it shiny. It can corrode under very aggressive soil, but it is usually very stable in the ground.
- **Platinum**
  Platinum does not corrode, tarnish or rust!

**Metals resistant to corrosion:**
- **Copper**
  Copper conducts electricity and heat better than any other metal with the exception of silver. It does not corrode easily. Ancient people used copper for tools, weapons and decoration. When copper tarnishes, it turns green on the surface.
- **Bronze**
  Bronze is made by adding tin to copper. Bronze is much tougher than copper and much more suitable for making tools and weapons.
- **Brass**
  When zinc is added to copper, brass is made. Both brass and bronze are stronger than pure copper and do not corrode in the air or water except for a small amount of tarnishing.
- **Zinc**
  Zinc is more corrosion resistant than steel in most natural atmospheres. In a normal atmosphere, zinc forms a basic zinc carbonate film that greatly retards its corrosion rate.

For properties of other metals see *Corrosion of Metals* at www.corrosion-doctors.org/MatSelect/corrmetals.htm

**EURO COINS**

For economic reasons the “copper” coins of 1, 2 and 5 cent pieces are not made of solid copper; they are actually made of iron covered by a thin copper skin. The 10, 20 and 50 cents pieces are made of “Nordic gold” - a gold-coloured metal which is composed of 89% copper, 5% aluminium, 5% zinc and 1% tin. The 1 and 2 Euro coins are ”Bicolour - coins”. They are composed of two different metal pieces: the outer ring and the inner core. The 1 Euro-ring and 2 Euro-core are copper based alloys that contains 70% copper, 20% zinc and 5% nickel, and the common name of this is ”nickel-brass”. For the 1 Euro-core and the 2 Euro-ring, CuNi 25, the most common alloy used for coins worldwide is used.
## Skills and Concepts Development: Working as a Historian

### INFANT CLASSES

<table>
<thead>
<tr>
<th>Time and Chronology:</th>
<th>• The pupils become aware of and discuss a simple story based on how artefacts are evidence of past events.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using Evidence:</td>
<td>• The pupils encounter the idea of artefacts as evidence for an event that happened in the past.</td>
</tr>
<tr>
<td>Communication:</td>
<td>• The artefacts from the classroom can be used as a means of communicating a story using art work (drawing the artefacts) and information (what do the artefacts tell us?).</td>
</tr>
</tbody>
</table>

### 1ST AND 2ND CLASSES

<table>
<thead>
<tr>
<th>Time and Chronology:</th>
<th>• The pupils can begin to distinguish between past, present and future events by identifying artefacts from the different periods.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change and Continuity:</td>
<td>• Begin to develop an understanding of chronology by considering what would survive of the classroom in 1,000 years time.</td>
</tr>
<tr>
<td>Cause and Effect:</td>
<td>• The pupils can explore ideas of change (what will rot away) and continuity (what will survive) in terms of the archaeology of the classroom.</td>
</tr>
<tr>
<td>Using Evidence:</td>
<td>• Using the concept of the archaeology of the classroom the pupils can relate the event with a consequence - the mudslide/volcano and what will survive in 1,000 years time.</td>
</tr>
<tr>
<td>Synthesis and Communication:</td>
<td>• The pupils examine the range of artefacts in the classroom in terms of what they tell us about the activity in the classroom (a metal pencil sharpener means writing, a tin whistle means music).</td>
</tr>
<tr>
<td>Empathy:</td>
<td>• The artefacts which will survive from the classroom can be used as a means of communicating a story about the destruction of the classroom using drama (the catastrophe of the volcano/mudslide), art work (drawing the artefacts) and writing (write an account of the destruction of the school).</td>
</tr>
</tbody>
</table>

### 3RD AND 4TH CLASSES

<table>
<thead>
<tr>
<th>Time and Chronology:</th>
<th>• The pupils can begin to distinguish between past, present and future events by identifying artefacts from the classroom that will survive over 1,000 years.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change and Continuity:</td>
<td>• Begin to develop an understanding of chronology by considering how archaeologists would reconstruct the school from the evidence that they would find in their excavation.</td>
</tr>
<tr>
<td>Cause and Effect:</td>
<td>• Use words and phrases which would be useful to archaeologists in describing what they would find in their excavation (artefacts, reconstruction, excavation, recording, and interpretation).</td>
</tr>
<tr>
<td>Using Evidence:</td>
<td>• The pupils examine the range of artefacts in the classroom in terms of what they tell us about the activity in the classroom (a metal pencil sharpener means writing, a tin whistle means music).</td>
</tr>
<tr>
<td>Synthesis and Communication:</td>
<td>• Discuss the types of historic information that would be available to the archaeologists when they research their excavation of the school.</td>
</tr>
<tr>
<td>Empathy:</td>
<td>• Show how the archaeologists would make deductions about the school from the artefacts they would find and the historic evidence they would discover.</td>
</tr>
<tr>
<td></td>
<td>• The artefacts which will survive from the classroom can be used as a means of communicating a story about the destruction of the classroom using drama (the catastrophe of the volcano/mudslide), art work (drawing the artefacts) and writing (write an account of the destruction of the school).</td>
</tr>
<tr>
<td></td>
<td>• This story could be communicated using a variety of forms: oral language; writing; information and communication technologies.</td>
</tr>
<tr>
<td></td>
<td>• Using the idea of the archaeology of the classroom the pupils can imagine and discuss the event of rediscovering the classroom in 1,000 years time. What would the archaeologists feel when they uncovered the school in their excavation?</td>
</tr>
</tbody>
</table>
### Module 1: Archaeology of the Classroom: What will survive?

**Teacher Guidelines: Module 1**

#### 5TH AND 6TH CLASSES

- **Time and Chronology:**
  - The pupils can begin to distinguish between past, present and future events by identifying artefacts from the classroom that will survive over 1,000 years, and then discuss these in a broader historical context.
  - Begin to develop an understanding of chronology by considering how archaeologists would reconstruct the school from the evidence that they would find in their excavation.
  - Use words and phrases which would be useful to archaeologists in describing what they would find in their excavation (artefacts, reconstruction, excavation, recording, and interpretation).

- **Change and Continuity:**
  - The pupils can explore ideas of change (what will rot away) and continuity (what will survive) in terms of the archaeology of the classroom. They can then imagine what might survive today from a school buried in a similar way 1,000 years ago.
  - Using the concept of the archaeology of the classroom the pupils can relate the event with a consequence - the mudslide/volcano and what will survive in 1,000 years time.
  - Appreciate how the process of time can destroy evidence of past events and how archaeologists are often left with only a small part of the jigsaw from which to work out what happened in the past.

- **Cause and Effect:**
  - The pupils examine the range of artefacts in the classroom in terms of what they tell us about the activity in the classroom (a metal pencil sharpener means writing, a tin whistle means music).
  - Discuss the types of historic information that would be available to the archaeologists when they research their excavation of the school.
  - Distinguish between the primary sources (artefacts from the excavation) and secondary sources (newspaper articles) and how the archaeologist will have to work with both of these to reconstruct past events.

- **Using Evidence:**
  - Show how the archaeologists would make deductions about the school from the artefacts they would find and the historic evidence they would discover.
  - The artefacts which will survive from the classroom can be used as a means of communicating a story about the destruction of the classroom using drama (the catastrophe of the volcano/mudslide), art work (drawing the artefacts) and writing (write an account of the destruction of the school).
  - This story could be communicated using a variety of forms: oral language; writing; information and communication technologies.

- **Synthesis and Communication:**
  - Using the idea of the archaeology of the classroom the pupils can imagine and discuss the event of rediscovering the classroom in 1,000 years time. What would the archaeologists feel when they uncovered the school in their excavation?

- **Empathy:**
  - Using the idea of the archaeology of the classroom the pupils can imagine and discuss the event of rediscovering the classroom in 1,000 years time. What would the archaeologists feel when they uncovered the school in their excavation?
Module 1: Archaeology of the Classroom: What will survive?

**Strands**

**Strand: Story**

*The child should be enabled to*
- listen to local people telling stories about their past
- express or record stories through art work, drama, music, mime and movement and using information and communication technologies.

**Strand: Change and Continuity**

*The child should be enabled to*
- visit, explore and become aware of elements in the local environment which show continuity and change
- compare photographs, drawings and simple accounts of the site in the past with the site now.

**Strand: Local Studies**

*The child should be enabled to*
- attempt to reconstruct a school day in the past using a range of simple evidence
- compare school furniture and equipment of the past and the appearance of the classroom with those of today.

**Strand: Change and Continuity over time**

*The child should be enabled to*
- identify items of change and continuity in the “line of development”.

**Strand: Local Studies**

*The child should be enabled to*
- actively explore some features of the local environment
- investigate various aspects of these sites
- present findings using a variety of media and appropriate timelines.

**Strand: Change and Continuity over time**

*The child should be enabled to*
- identify items of change and continuity in the “line of development”.

**Strand: Story**

*The child should be enabled to*
- discuss chronology of events (beginning, middle, end) in a story
- express or record stories through oral and written forms, art work, music, drama, mime, movement and information and communication technologies.

**Strand: Change and Continuity over time**

*The child should be enabled to*
- identify items of change and continuity in the “line of development”.

**Strand: Local Studies**

*The child should be enabled to*
- identify opportunities to become involved in enhancing and protecting the environmental features
- present findings using a variety of media and appropriate timelines.

**Strand: Change and Continuity over time**

*The child should be enabled to*
- identify items of change and continuity in the “line of development”.

---

**Infants 1st & 2nd Classes**

**Strand: Story**

*The child should be enabled to*
- discuss chronology of events (beginning, middle, end) in a story
- express or record stories through simple writing, art work, drama, music, mime and movement and using information and communication technologies.

**Strand: Change and Continuity**

*The child should be enabled to*
- visit, explore and become aware of elements in the local environment which show continuity and change
- compare photographs, drawings and simple accounts of the site in the past with the site now.

**Strand: Local Studies**

*The child should be enabled to*
- attempt to reconstruct a school day in the past using a range of simple evidence
- compare school furniture and equipment of the past and the appearance of the classroom with those of today.

**Strand: Change and Continuity over time**

*The child should be enabled to*
- identify items of change and continuity in the “line of development”.

---

**3rd & 4th Classes**

**Strand: Local Studies**

*The child should be enabled to*
- actively explore some features of the local environment
- investigate various aspects of these sites
- present findings using a variety of media and appropriate timelines.

**Strand: Change and Continuity over time**

*The child should be enabled to*
- identify items of change and continuity in the “line of development”.

---

**5th & 6th Classes**

**Strand: Local Studies**

*The child should be enabled to*
- actively explore some features of the local environment
- identify opportunities to become involved in enhancing and protecting the environmental features
- present findings using a variety of media and appropriate timelines.

**Strand: Change and Continuity over time**

*The child should be enabled to*
- identify items of change and continuity in the “line of development”.
LINKAGES ACROSS THE CURRICULUM

**INFANTS**
Strand: Human environments
Strand Unit: Living in the local community

**1ST AND 2ND CLASSES**
Strand: Human environments
Strand Unit: Living in the local community
Strand: Natural environments
Strand Unit: The local natural environment

**3RD AND 4TH CLASSES**
Strand: Human environments
Strand Unit: People living and working in the local community
Strand: Natural environments
Strand Unit: The local natural environment
Strand Unit: Weather, climate and atmosphere

**5TH AND 6TH CLASSES**
Strand: Human environments
Strand Unit: People living and working in the local community
Strand: Natural environments
Strand Unit: The local natural environment
Strand Unit: Physical features
Strand Unit: Weather, climate and atmosphere

**INFANTS**
Strand: Materials
Strand Unit: Properties and characteristics of materials
Strand Unit: Materials and change

**1ST AND 2ND CLASSES**
Strand: Materials
Strand Unit: Properties and characteristics of materials
Strand Unit: Materials and change

**3RD AND 4TH CLASSES**
Strand: Environmental awareness and care
Strand Unit: Caring for the environment
Strand: Materials
Strand Unit: Properties and characteristics of materials
Strand Unit: Materials and change

**5TH AND 6TH CLASSES**
Strand: Environmental awareness and care
Strand Unit: Caring for the environment
Strand: Materials
Strand Unit: Properties and characteristics of materials
Strand Unit: Materials and change

INTEGRATION ACROSS THE CURRICULUM

**INFANTS**
Strand: Shape and Space

**1ST AND 2ND CLASSES**
Strand: Shape and Space
Strand: Number

**3RD AND 4TH CLASSES**
Strand: Shape and Space
Strand: Number
Strand: Data

**5TH AND 6TH CLASSES**
Strand: Shape and Space
Strand: Number
Strand: Data
<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Strand(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infants</td>
<td>Paint and colour</td>
</tr>
<tr>
<td>1st and 2nd</td>
<td>Paint and colour</td>
</tr>
<tr>
<td>3rd and 4th</td>
<td>Paint and colour</td>
</tr>
<tr>
<td>5th and 6th</td>
<td>Paint and colour</td>
</tr>
<tr>
<td>Infants</td>
<td>Myself</td>
</tr>
<tr>
<td></td>
<td>Myself and the wider world</td>
</tr>
<tr>
<td>1st and 2nd</td>
<td>Myself</td>
</tr>
<tr>
<td></td>
<td>Myself and the wider world</td>
</tr>
<tr>
<td>3rd and 4th</td>
<td>Myself</td>
</tr>
<tr>
<td></td>
<td>Myself and the wider world</td>
</tr>
<tr>
<td>5th and 6th</td>
<td>Myself</td>
</tr>
<tr>
<td></td>
<td>Myself and the wider world</td>
</tr>
<tr>
<td>1st and 2nd</td>
<td>Éisteacht</td>
</tr>
<tr>
<td></td>
<td>Labhairt</td>
</tr>
<tr>
<td>3rd and 4th</td>
<td>Éisteacht</td>
</tr>
<tr>
<td></td>
<td>Labhairt</td>
</tr>
<tr>
<td></td>
<td>Scribhneoireacht</td>
</tr>
<tr>
<td>5th and 6th</td>
<td>Éisteacht</td>
</tr>
<tr>
<td></td>
<td>Labhairt</td>
</tr>
<tr>
<td></td>
<td>Scribhneoireacht</td>
</tr>
<tr>
<td></td>
<td>Léitheoireacht</td>
</tr>
<tr>
<td>Infants</td>
<td>Receptiveness to language</td>
</tr>
<tr>
<td></td>
<td>Competence and confidence in using language</td>
</tr>
<tr>
<td></td>
<td>Developing cognitive abilities through language</td>
</tr>
<tr>
<td></td>
<td>Emotional and imaginative development through language</td>
</tr>
<tr>
<td>1st and 2nd</td>
<td>Receptiveness to language</td>
</tr>
<tr>
<td></td>
<td>Competence and confidence in using language</td>
</tr>
<tr>
<td></td>
<td>Developing cognitive abilities through language</td>
</tr>
<tr>
<td></td>
<td>Emotional and imaginative development through language</td>
</tr>
<tr>
<td>3rd and 4th</td>
<td>Receptiveness to language</td>
</tr>
<tr>
<td></td>
<td>Competence and confidence in using language</td>
</tr>
<tr>
<td></td>
<td>Developing cognitive abilities through language</td>
</tr>
<tr>
<td></td>
<td>Emotional and imaginative development through language</td>
</tr>
<tr>
<td>5th and 6th</td>
<td>Receptiveness to language</td>
</tr>
<tr>
<td></td>
<td>Competence and confidence in using language</td>
</tr>
<tr>
<td></td>
<td>Developing cognitive abilities through language</td>
</tr>
<tr>
<td></td>
<td>Emotional and imaginative development through language</td>
</tr>
</tbody>
</table>