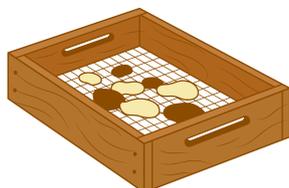
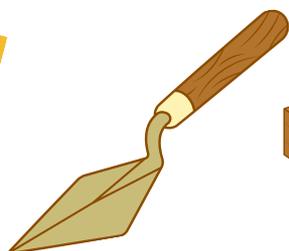


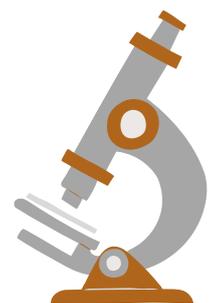


Schools Week Workbook



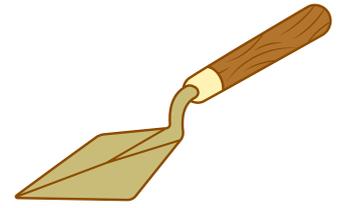
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Introduction

Welcome to Archaeology Live!



In this workbook you can find a separate page for each of our **A Journey Through Archaeology** videos and each **Artefact Mysteries** livestream, so you can select which pages you would like to print, or watch all of the content and work through the whole book!

If you are looking for activities to support a particular historical topic, then look out for the characters below to signpost you to Prehistory, Roman, Anglo-Saxon and Viking or Medieval themes.



Before starting, make sure you are familiar with the **Key Words** on page 4 which will be used throughout these activities. We have also included a **really useful timeline** of the historical periods we will encounter.

When you're ready, turn to page 6 to take a short **quiz** to test what you already know about archaeology!

Key words



Archaeology	The study of human history by looking at objects and remains from the past.
Archaeologist	Someone who studies objects and remains from the past.
Evidence	Facts or proof of an idea.
Artefact	An object a person would have made and used in the past.
Find	Something discovered in an excavation.
Excavation	A dig site; an area of land which is dug up to find remains from the past.
Stratum (plural: strata)	A man-made or geological layer beneath the ground.
Stratigraphy	The study of layers of soil and debris laid down on top of one another over time.
Decomposition	The process of something rotting, decaying and breaking down.
Biodegradable	Something that can be broken down by bacteria or other living organisms.
Trowel	A hand-held tool used for digging.
Conservation	Looking after, fixing and preserving an object.

A Really Useful Timeline

Prehistory

Paleolithic - 2.6million years ago-10,000 BC

Mesolithic - 10,000 - 4,500 BC

Neolithic - 4,500 - 2,500 BC

Bronze Age - 2,500 - 800 BC.

Iron Age - 800 BC - 43 AD

Roman

Romano-British - 43 - 410 AD

Medieval

Anglo-Saxon - 410 - 866 AD

Anglo-Scandinavian (Viking) - 866 - 1066 AD

Norman and Plantagenet - 1066 - 1485 AD

Post-medieval

Tudor - 1485 - 1603 AD

Stuart - 1603 - 1714 AD

Georgian - 1714 - 1837 AD

Victorian - 1837 - 1901 AD

20th Century AD



What Do You Know About Archaeology?



Circle 'True' or 'False' for each of these statements, then turn the sheet upside-down to check your answers!

1. Archaeology comes from the Greek 'archae', meaning ancient or olden, and '-ology', meaning learning or study.

True / False

2. Archaeologists focus on studying what life on Earth was like before humans.

True / False

3. All archaeologists go digging.

True / False

4. Archaeologists are only interested in history from over 1,000 years ago.

True / False

5. Archaeologists find and study lots of different types of materials.

True / False

6. The aim of archaeological digs is to find buried treasure.

True / False

7. Some objects that have survived underground can start to decompose when exposed to air.

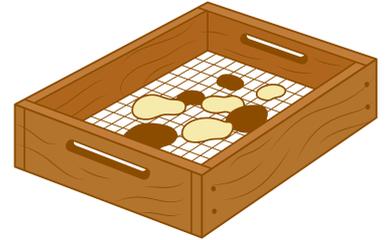
True / False

Answers 1: True, 2: False, 3: False, 4: False, 5: True, 6: False, 7: True

A Journey Through Archaeology

Episode 1 - What is Archaeology?

We have learnt that archaeologists look for the evidence left behind by the people of the past and this often involves digging to find things that have been left behind. These are often things that have been dropped, lost or thrown away. It may sound like archaeologists are only looking through rubbish, but rubbish can reveal a lot about what happened in the past.



Activities



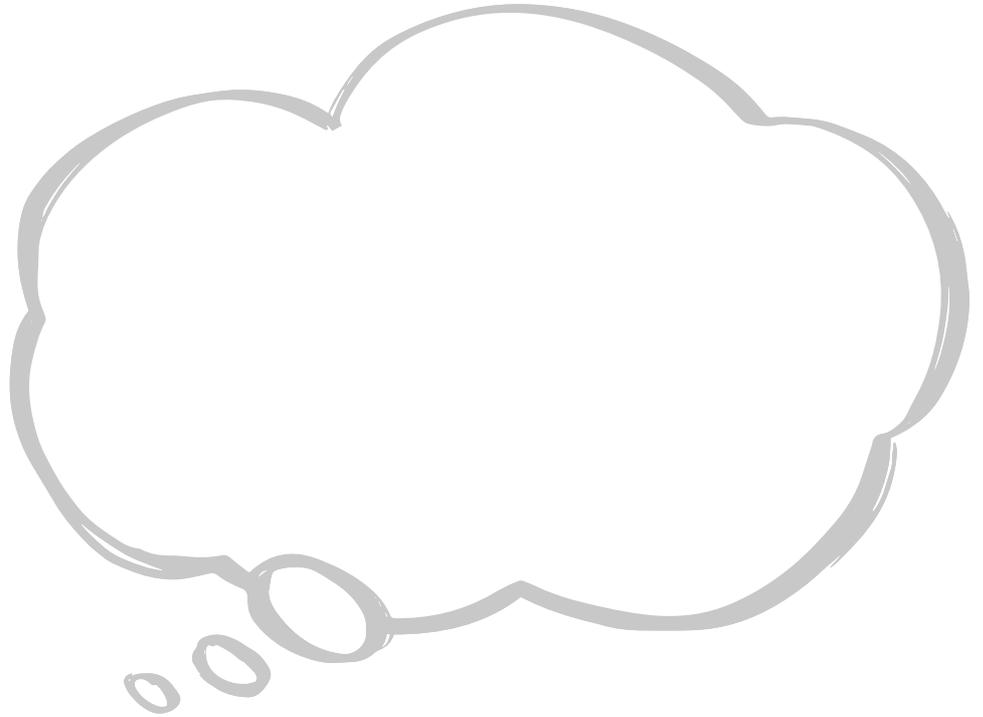
1. Try to remember all of the rubbish you have thrown away in the past week. Have a look inside a classroom bin or a bin at home to remind you! **Draw all of the items you have thrown away inside the bin, and label them.**



2. Now, imagine that someone who did not know anything about you was studying the rubbish drawn in your bin. What conclusions would they come to? **Around the edge of your bin, write some "facts" about yourself based on the evidence of the rubbish you have thrown away.**
Examples: Crisp packet - evidence that I ate crisps. Broken pencil - evidence that I use pencils.



3. What does the rubbish in your bin NOT tell us about your life? If a future archaeologist wanted to learn about you, what gaps would there be in their knowledge? **Write your thoughts in the bubble:**



Do Your Own Study!

Archaeologists sometimes get an incomplete picture as not all objects survive in the ground for long periods of time. Some materials decompose not long after burial, sometimes leaving a chemical trace in the soil. Other materials undergo changes when they come into contact with chemicals in the soil, but do not decompose completely. Have a go at testing this at home or at school with an easy experiment.



You will need:

- Jam jars or tubs with lids
- Stickers or post-it notes
- Compost or garden soil
- Protective gloves
- Tweezers, or something to dip into the compost to retrieve your materials
- A tray to catch any mess

- **Some materials to cover in compost.**

You could use:

- Vegetable or fruit peelings
- Scraps of paper or cardboard
- Scraps of fabric or string
- Small pieces of wood or twigs
- Small metal items such as a screw or nail (check with an adult first!)

Experiment Instructions:

- 1) Put your jars or tubs on your tray and half-fill each one with compost.
- 2) Place a different material into a different jar, then cover with some more compost.
- 3) Label each jar with a sticker or post-it note so you know what's in each one!
- 4) After a week, it's time to check your jars. Wearing gloves, carefully tip the compost out onto your tray and observe the material you buried. Record your observations on the chart below.
- 5) Repeat for another two weeks, recording your observations.



Material	Observations after 1 week	Observations after 2 weeks	Observations after 3 weeks

- **Did any materials stay exactly the same after 3 weeks? Have any changed?**
- **Did any of your materials decompose at all?**
- **Did some decompose faster than others?**

The type of material is a big factor in decomposition but the environment in the soil matters too - moisture, acidity and temperature can all make a difference!



A Journey Through Archaeology

Episode 2 - How Do We Know Where To Look?

We have learnt that planning and preparation is needed before an archaeological dig. Archaeologists can only dig where they have permission and where there is a need to help record remains that might be otherwise lost. There are a number of different sources of information that can help them learn more about a site:

- Maps from different periods
- Old photographs and drawings
- Written historical records, such as legal documents or personal accounts
- Reports from previous archaeological digs



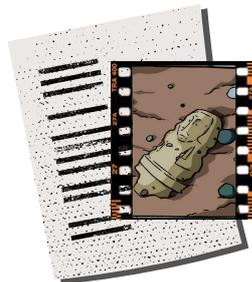
Archaeologists call this preparation '**desk-based research**'; using existing sources of information about the history of a potential site to identify what archaeology may remain. It is one of the necessary steps when choosing how to rescue and preserve any archaeological material that might be negatively affected by new building work.

Activities

YAT's archaeologists are preparing for a new dig using the following historical sources. Take a look and complete the activities on the next page:



Land ownership document with records of a factory, 1956 AD

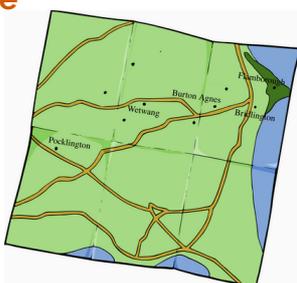


Archaeological report about digging up a Roman fort in area, dating to 240 AD



Map of the area, 1770 AD

Map of the area, 1986 AD



Area photographs showing a large house, 1902 AD

Land ownership document with records of a farm, 1525 AD



1. The different sources collected together for this desk-based research give a good idea about the use of the land over time. Can you put them in chronological order? **Write or draw your ideas on the timeline below:**

**Oldest
source**

**Most recent
source**

2. The sources suggest that the same area of land was used for different types of buildings over time.

Can you think of any evidence that might be left behind by different jobs or activities here? **Write your thoughts in the bubble:**



Do Your Own Study!

Another method of learning about a site is by talking to local people and recording their personal knowledge and memories of a place. This is called **oral history**.

Conduct an Oral History interview with an adult, such as a family member or teacher, about a particular place in your area to find out how it has changed over time. This could be the street you live on, your school, a place of worship or somewhere else that your adult has known longer than you!

Record your interview on the form on the next page.

After your interview, read back over the answers your interviewee gave. Can you spot anything that could be useful to an archaeologist wanting to dig in this area?

Remember, keeping a note of changes to an area is always useful for preserving a record what happened in the past and may help future archaeological work.



Name of adult:

Date of interview:

Name/Address of site:

What is your connection to this place? (e.g. where I live, or a place I regularly walk through)

How long have you visited this place?

Can you think of any new buildings that have appeared on this site since you first came here?

Can you think of any buildings that used to be here but are now gone?

Have any of the roads or footpaths changed?

What do you think is the biggest change that has taken place here?

Have any important events taken place in this place?

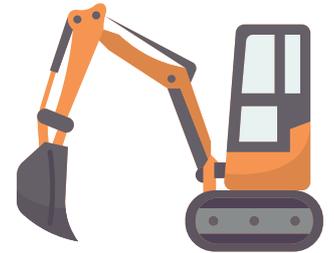
Do you know anything about the history of this place that you would like to share?

Thank you for taking the time to answer my questions today.

A Journey Through Archaeology

Episode 3 - How Can Technology Help?

We have already learnt about how desk-based research and site walking can give us clues about the remains of archaeological features such as walls, foundations or roads. Geophysical surveys tell us even more, using scientific methods to map what lies under the ground.



Activities

To learn more about how technology can help let's look at a case study of a site that YAT's archaeologists worked on.

These fields are in the village of **Wingerworth** in Derbyshire.

This site is now a residential area, but archaeological work had to take place before the housing development could begin. As you can see in the photograph below, the land is very flat and there are no visible features that could give the archaeologists any clues about what was happening here in the past.



To find out more about the site in a non-destructive way, Archaeological Research Services Ltd helped to create a **geophysical survey** of the site we were interested in. This involved using a machine called a **magnetometer** to survey the ground. Buried materials have an effect on the geomagnetic field or magnetism of the soil and creating a map of these readings can show their location and layout.



1. Here we can see the results of the geophysical survey (the grey area), positioned onto a map of the area. If we look closely, it shows features (as darker areas and lines) beneath the ground level! **Can you spot these features? Use a coloured pen or pencil to highlight them.**



Do you have any ideas about what these features could be? Label the map with your suggestions, then turn to the next page to find out what the archaeologists made of this site.



2. The below-ground features are marked on this map with coloured lines. Did you spot them all? They are labelled on the map with the archaeologists' theories about what these features could be, but they could not know for certain without digging below the ground.

Where would you recommend the archaeologists focus on when digging? Circle the areas in a different colour below:



Two straight features running parallel - this might be a track way. It continues diagonally across the whole site. We also spotted this track on 18th and 19th century maps of the area that there were fields on either sides.

Ridges and troughs - these are common on fields which were ploughed in medieval times and are called 'Ridge and Furrow' fields.

A group of small paddocks or enclosures. These reminded us of Iron Age farming sites discovered in South Yorkshire.

A ditch boundary, running parallel with the modern A61.

Drainage ditches - we know these are quite modern.

These straight lines align with field boundaries marked on a map from 1758.

This square-shaped feature aligns to a field recorded on a map from 1878. We think it's most likely drainage ditches surrounding a field.

This large feature which could be a boundary ditch or earthwork mound associated with the nearby enclosure.

A large enclosure, 100m long and 60-70m wide. Within this seem to be smaller enclosures or paddocks. None of these ditches or boundaries were marked on our 18th and 19th century maps!

These features are very similar to a mid-Iron Age to Roman site 18km north of Wingerworth.

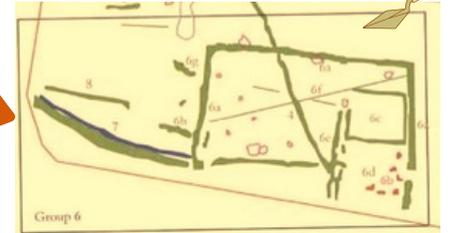


3. After studying the results of the geophysical survey, the archaeologists dug in two areas of the site. Were these the areas that you thought should be investigated further?



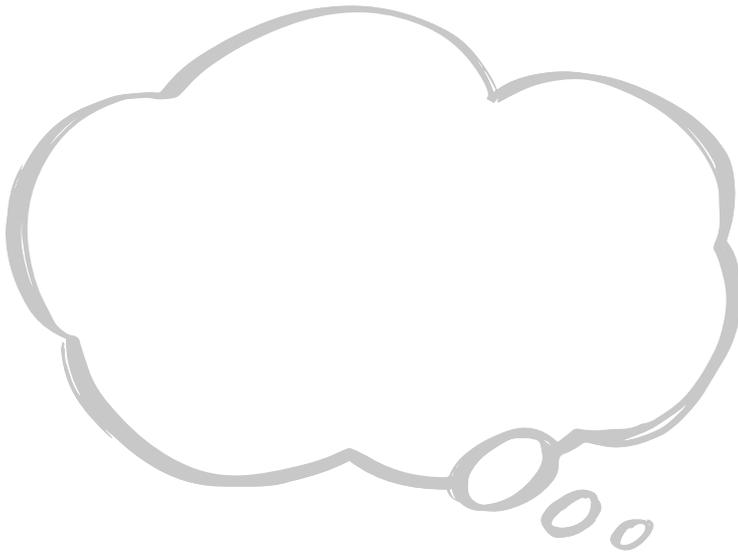
Iron Age enclosures for farming, and the remains of ditches and gullies which might have been dug around round houses!

A **Roman** settlement! A large rectangular enclosure, smaller enclosures and the remains of stone walls and foundations.



3 miles south of Wingerworth was the Roman fort at Chesterfield. Archaeologists think this could be a Roman farm built to provide supplies to the Roman soldiers.

Why do you think the Romans chose a site close to an Iron Age settlement? Write your thoughts below:



When the Roman settlement was excavated, the archaeologists made some interesting discoveries:

- Wooden timber buildings
- The remains of kilns for baking pots
- Broken pieces of pottery
- The remains of cereal grains
- The remains of stone ovens, possibly for drying grains or baking bread



Do Your Own Study!

In recent years 3D modelling technologies have allowed archaeologists to recreate how historical sites would have looked in the past!

Are you experienced in 3D modelling games such as Minecraft? Do you have a favourite computer programme that you use to create digital models? If so, then have a go at remodelling this Roman site, based on the evidence you have discovered today!

Use your imagination to fill in the gaps about how these buildings might have looked when the Romans were occupying this site.



A Journey Through Archaeology

Episode 4 - Let's Dig!

There is more to an archaeological dig than just taking objects out of the ground! A site is excavated layer by layer and the location of finds is carefully recorded. If we're lucky, finds can lay in the ground undisturbed and, as time goes by, the finds build up in layers, called strata.

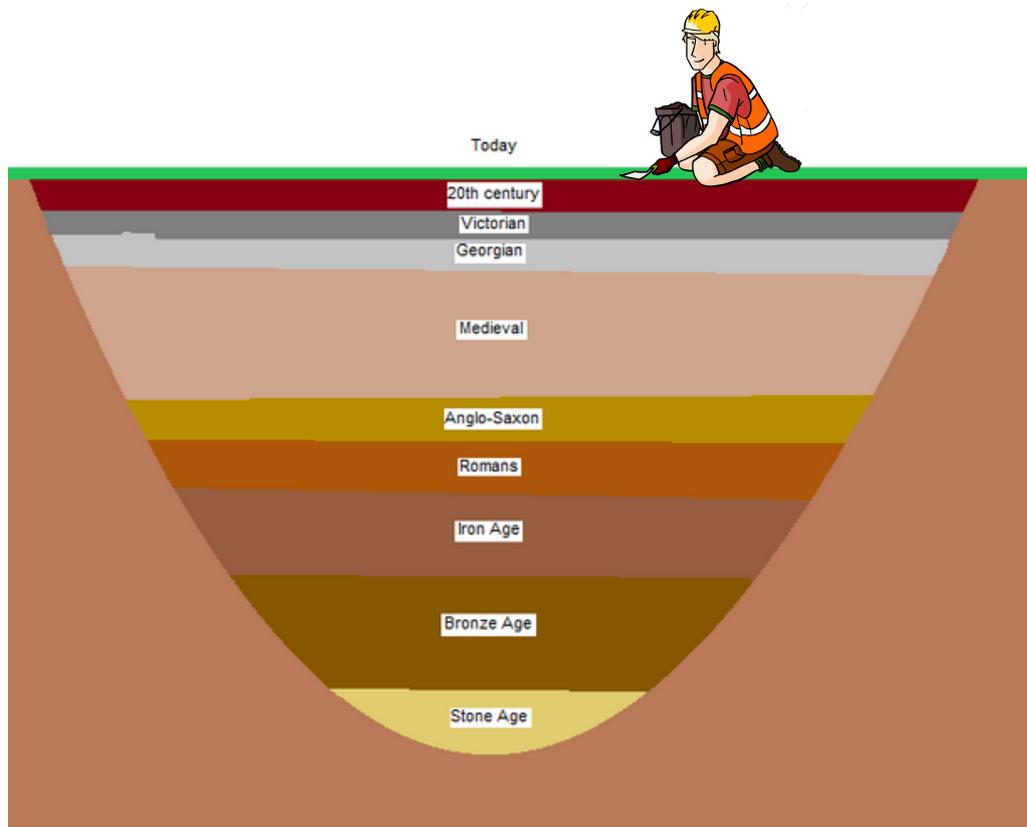


As we dig, we can sometimes spot the changes in strata by differences in the soil colour and the types of finds they uncover. Archaeologists can start to build a picture of the activities that took place over during different periods by examining one stratum at a time; this is called **stratigraphy**. This means that we dig backwards in time - the further down you dig the older the finds.

Newest



Oldest



However, people in the past sometimes dug into the ground too, perhaps to dig foundations for a building or to clear space for a pit to dump rubbish into. This means that strata are usually not neat layers but can be disrupted by dips and pits dug in the past.

Also, the size of the layers is due to the amount of activity taking place at the time, not just the length of time that has passed. 100 years of constant building and rubbish disposal will create a richer and deeper strata than a 100 years of occasional activity!

Activities

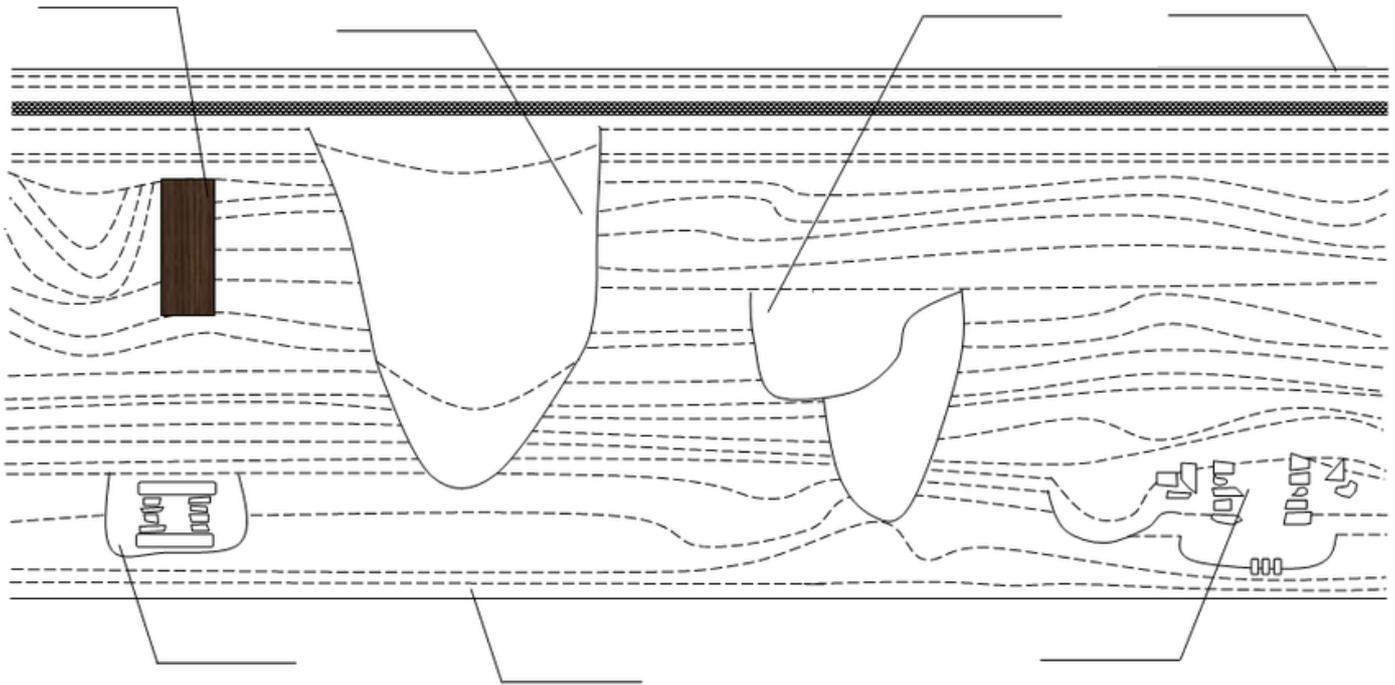
1. The diagram below shows the stratigraphy of a site in York. You'll notice that the layers are not all neat and complete - there are features that cut into older strata. **Can you match the features to the labels on the diagram? Write the numbers on the correct lines below.**



- 1) Medieval Rubbish Pit
- 2) Roman Sewer
- 3) Roman Wall Foundation and Ditch
- 4) Viking Rubbish Pit



- 5) Cellar of a Viking House
- 6) Prehistoric Ground Level
- 7) Modern Street Level



2. This kind of diagram is called a **section** and it is very important that archaeologists record these to show the sequence and size of the deposits. **Which historical periods produced a lot of activity on this site and which were not very active? Write your thoughts below:**



Answers Clockwise from top-left of diagram: 5, 1, 4, 7, 3, 6, 2

Do Your Own Study!

Create your own stratigraphy model out of salt dough or modelling clay! You can base it on the one above, or use your imagination to create a whole new dig site with many layers of history.

You will need:

- Several different colours of salt dough or modelling clay
- A washable tray or plate
- Modelling tools, such as a rolling pin or spatula
- Optional - 'artefacts' to stick in your model. You could use coins or miniature toy objects such as Lego. If you're up for a challenge, make draw your own mini 'artefacts' onto cardboard and carefully cut them out!



If you're making your own salt dough from a recipe we recommend making different shades of red, orange, yellow and brown using food colouring to represent common colours of strata.



Instructions:

1. Prepare the salt dough or modelling clay so that you have at least 3 different colours, divided into balls. You don't need to be precise about making them all the same size.
2. Roll each ball into a sausage. If some sausages are thicker than others, that's okay too!
3. Place the sausages flat on the tray/plate so that they are on top of each other and squish them down. Each sausage is a layer or stratum of archaeological deposits.
4. Carefully mark out and remove a 'rubbish pit' shape through two or more layers. Take the removed materials and mix it together in your hands before filling in the shape again - it should be a different colour, a mix of the strata it has disrupted! Alternatively, use a different colour altogether to make the pit shape clear.
5. Press your 'artefacts' into the layers of dough, if using them. Remember, items representing earlier periods of the past should be in deeper layers than more modern ones!

When you're happy with your stratigraphy, score two lines through your layers to represent a 'trench' being dug. What features or finds does your trench uncover?



A Journey Through Archaeology

Episode 5 - After The Excavation

There are lots of post-excavation activities which can help archaeologists come up with further ideas about what they have uncovered. One of the main questions we want to answer is how old are our finds to understand the date range for the activities taking place on site. Looking at coins and pottery can help with this.



Coins often feature the names and portraits of political leaders, such as kings, queens or emperors. They are really useful to archaeologists when dating other objects and features found nearby - the archaeology cannot be from any earlier period than the reign of that particular ruler!

The styles and designs of **pottery**, the types of clay used and the methods for firing it all varied over history. Different types of pottery are called **wares**. Pottery specialists can identify the periods when certain types of pottery were produced and this can also help with dating.

Activity

Lots of Roman discoveries have been made in York, as it was once an important Roman fortress and town called Eboracum. But the Romans were living in Eboracum for over 400 years, so we want to narrow down the possible dates of our discoveries. Use the pottery dating chart and the Roman coin timeline below to help you date the archaeological sites described on the clipboards on the next page!



					
Samian Ware	Ebor Ware	Black Ware	Mortaria	Decorated Ware	Grey Ware
Phase 1 Early Roman Occupation 71-120 AD		Phase 2 Flourishing Fortress 120-200 AD	Phase 3 A Civilian City 200-280 AD	Phase 4 The Later Roman City 280 - 410 AD	



Claudius
41-54 AD



Vespasian
69-79 AD



Hadrian
117-138 AD



Marcus Aurelius
161-180 AD



Septimius Severus
193-211 AD



Diocletian
284-305 AD



Constantine
306-337 AD

(Coin images all credited to The British Museum)

Site A

A cemetery containing 20 well-preserved burials. Some of the burials included grave goods, such as hair pins, beads and Decorated Ware pots. One burial included a coin of the emperor Constantine.

Likely date range:

Site B

A wood-lined well close to the city walls. A coin of Emperor Diocletian was discovered at the bottom of the well, along with small fragments of Grey Ware pottery.

Likely date range:

Site C

A dump of animal bones, shells and pottery, including Black Ware and Mortaria. Small finds included two coins of the emperor Marcus Aurelius and a broken oil lamp.

Likely date range:

Site D

The remains of a stone building. Fragments of Samian Ware and Ebor Ware were found, along with a stash of coins of Emperor Septimius Severus hidden underneath a loose stone in the wall.

Likely date range:



Answers: Site A - 306 AD onwards
Site B - 284 AD onwards
Site C - 200 AD onwards
Site D - 193 AD onwards

Do Your Own Study!

Think about the objects in your everyday life. How easy would these be for future archaeologists to date? Do they include any written information, like dates that could tell a future archaeologist what period they're from? Are any of them made from specific materials which could only be from the 21st century?

Have a go at creating a time capsule for future archaeologists! Gather together some of your most-used objects and treasured possessions in one place. Take a photograph of them to print and stick below, or sketch them.



How puzzling would your time capsule be to future archaeologists? Is there one object that can easily be dated to this year, or are there any that could cause confusion? Have you included any objects that were used in the past and could be difficult to establish a precise date? Do you have any objects are made to look like they were from the past? **Write your thoughts below:**



CONGRATULATIONS!

Your Journey Through Archaeology is complete!

We hope you have enjoyed journeying through the work of an archaeologist with us this week! We've learnt that archaeology is more than just digging - every discovery needs to be carefully recorded and analysed.

Methods of archaeology are constantly changing as scientific innovations allow us to trace what lies beneath the ground and conserve ancient remains in new and exciting ways.



There are many different types of archaeologist and you can read about nine different archaeological jobs in the boxes on the right.

Which of these do you think sounds the most interesting?

<p>Archaeological Surveyor</p> <p>"I plan and record earthworks, buildings, and excavated sites."</p>	<p>Landscape Archaeologist</p> <p>"I search for traces of ancient sites in the landscape."</p>	<p>Finds Specialist</p> <p>"I analyse, identify, date and interpret finds."</p>
<p>Excavator, or Field Archaeologist</p> <p>"I uncover and record what we find in an excavation."</p>	<p>Archaeological Illustrator</p> <p>"I prepare detailed drawings of artefacts."</p>	<p>Conservator</p> <p>"I ensure artefacts are preserved and protected for the future."</p>
<p>Human Bones Expert, or Osteologist</p> <p>"I identify and interpret human skeletal remains."</p>	<p>Environmental Scientist</p> <p>"I study finds to provide information about diet, health and living conditions."</p>	<p>Finds Curator</p> <p>"I organise the storage and after-care of objects and help display them in museums."</p>

Archaeology is a unique blend of science and humanities that we at York Archaeological Trust believe everyone should have the chance to discover. In your own words, why do you think archaeology is important?



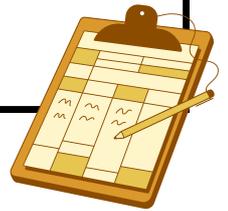
Artefact Mysteries

The Mystery of the Puzzling Prehistoric Find



Have a go at filling in a fact file for the artefact shown in today's livestream:

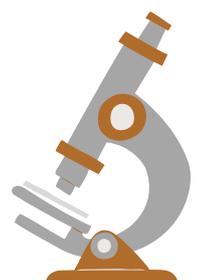
Material:
Period/date:
Possible uses for this object:
Who might have used it:



During the livestream, we also looked at another artefact from the same period. List some of the similarities and differences between these two artefacts below:

Similarities	Differences
<ul style="list-style-type: none"> ● ● ● 	<ul style="list-style-type: none"> ● ● ●

What did you find most interesting about today's mystery artefact? Write down one fact that you would like to remember.

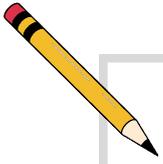


Artefact Mysteries

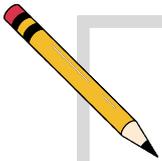
The Mystery of the Puzzling Prehistoric Find



Draw a rough sketch of the artefact. Try to include any distinctive patterns, shapes or lines. Use the gridlines to help you keep it to scale.



Draw a picture of how this artefact might have been used in the past. Would it have looked the same as you see it today or different? Who do you imagine might have owned this artefact?

A large, empty rectangular box with a thin grey border, intended for drawing a picture of the artefact's use in the past.

Artefact Mysteries

The Mystery of the Sensational Roman Ceramic



Have a go at filling in a fact file for the artefact shown in today's livestream:

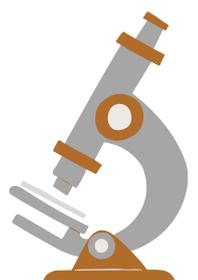
Material:
Period/date:
Possible uses for this object:
Who might have used it:



During the livestream, we also looked at another artefact from a different period. List some of the similarities and differences between these two artefacts below:

Similarities	Differences
●	●
●	●
●	●

What did you find most interesting about today's mystery artefact? Write down one fact that you would like to remember.

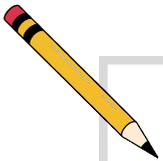


Artefact Mysteries

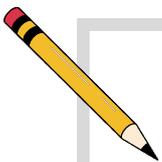
The Mystery of the Sensational Roman Ceramic



Draw a rough sketch of the artefact. Try to include any distinctive patterns, shapes or lines. Use the gridlines to help you keep it to scale.



Draw a picture of how this artefact might have been used in the past. Would it have looked the same as you see it today or different? Who do you imagine might have owned this artefact?

A large, empty rectangular box with a light gray border, intended for drawing a picture of how the artefact might have been used in the past.

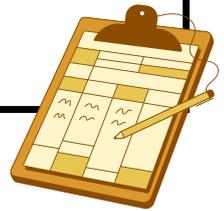
Artefact Mysteries

The Mystery of the Viking Iron Item



Have a go at filling in a fact file for the artefact shown in today's livestream:

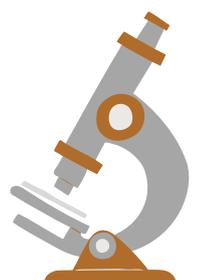
Material:
Period/date:
Possible uses for this object:
Who might have used it:



During the livestream, we also looked at another artefact from a different period. List some of the similarities and differences between these two artefacts below:

Similarities	Differences
●	●
●	●
●	●

What did you find most interesting about today's mystery artefact? Write down one fact that you would like to remember.

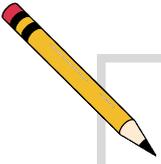


Artefact Mysteries

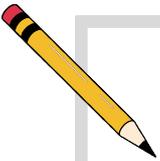
The Mystery of the Viking Iron Item



Draw a rough sketch of the artefact. Try to include any distinctive patterns, shapes or lines. Use the gridlines to help you keep it to scale.



Draw a picture of how this artefact might have been used in the past. Would it have looked the same as you see it today or different? Who do you imagine might have owned this artefact?



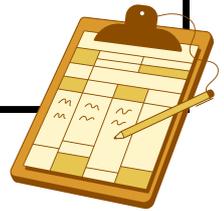
Artefact Mysteries

The Mystery of the Shiny Viking Valuable



Have a go at filling in a fact file for the artefact shown in today's livestream:

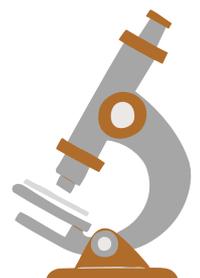
Material:
Period/date:
Possible uses for this object:
Who might have used it:



During the livestream, we also looked at another artefact from a different period. List some of the similarities and differences between these two artefacts below:

Similarities	Differences
●	●
●	●
●	●

What did you find most interesting about today's mystery artefact? Write down one fact that you would like to remember.

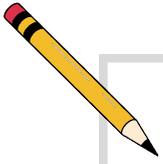


Artefact Mysteries

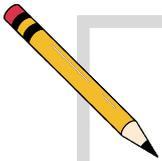
The Mystery of the Shiny Viking Valuable



Draw a rough sketch of the artefact. Try to include any distinctive patterns, shapes or lines. Use the gridlines to help you keep it to scale.



Draw a picture of how this artefact might have been used in the past. Would it have looked the same as you see it today or different? Who do you imagine might have owned this artefact?



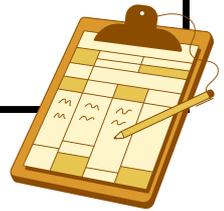
Artefact Mysteries

The Mystery of the Remarkable Medieval Remains



Have a go at filling in a fact file for the artefact shown in today's livestream:

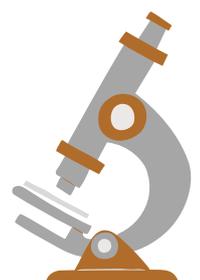
Material:
Period/date:
Possible uses for this object:
Who might have used it:



During the livestream, we also looked at another artefact from a different period. List some of the similarities and differences between these two artefacts below:

Similarities	Differences
●	●
●	●
●	●

What did you find most interesting about today's mystery artefact? Write down one fact that you would like to remember.

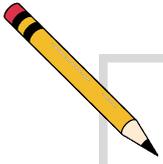


Artefact Mysteries

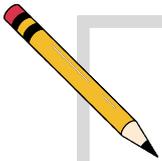
The Mystery of the Remarkable Medieval Remains



Draw a rough sketch of the artefact. Try to include any distinctive patterns, shapes or lines. Use the gridlines to help you keep it to scale.



Draw a picture of how this artefact might have been used in the past. Would it have looked the same as you see it today or different? Who do you imagine might have owned this artefact?

A large, empty rectangular box with a grey border, intended for drawing a picture of the artefact's use in the past.