



Can you solve the mystery of the Staffordshire Hoard?

An historical investigation for Key Stage 2/3 students developed by the Chase Terrace Technology College History Department with support from Staffordshire County Council Education Transformation Division and Staffordshire Arts & Museum Service

**Teachers' guide &
scheme of work**

Title: Discovering the Hoard

- Lesson Objective**
- To know what the Staffordshire Hoard is.
 - To be able to identify key artefacts within the Hoard.
 - To begin questioning the reasons for the Hoard being buried.

- Resources**
- Introduction Lesson.ppt
 - Artefacts.doc
 - Artefacts.ppt

Investigation activities

Starter:

- What do students know about the Hoard?
- Show images on *Introduction Lesson.ppt*
- Go through slides and explain the background to the Hoard.

Main:

- Divide into pairs and match up the image with the correct caption *Artefacts.doc*
- Also show the images via the whiteboard for the students to analyse *Artefacts.ppt*

Plenary:

- If the Hoard could speak what questions would we want to ask it?
- See the last slide of the *Artefacts.ppt* presentation.

Title: Forming conclusions

Lesson Objective To use the artefacts to pose questions about the Hoard.
To form initial conclusions about the reasons why the Hoard was buried.

Resources Artefacts.doc
Artefacts.ppt

Investigation activities

Starter:

- Go through the questions the students discussed at the end of the last lesson.
- Draw out the following key questions:
 - How did it end up there?
 - Why was the Hoard not recovered at the time?
 - Where did they come from?
 - What can we learn about Anglo-Saxon England?
 - Who put them there?

Main:

Activity 1:

- Refer back to the artefacts from the last lesson *Artefacts.doc*
- How many of the questions can they answer?

Activity 2:

- Feedback on the group's findings – which questions have they been able to answer?

Activity 3:

- The students can now work individually to produce an initial report on their findings.
- They can choose how they present their work.
- They may wish to draw some of the items when suggesting their ideas.

Plenary:

- Ask the students' to volunteer their ideas.
- What different theories can the group produce?
- Record and keep for next lesson.

Title: What was life like in Anglo-Saxon England?

- Lesson Objective**
- To identify key features of Anglo-Saxon society.
 - To understand what everyday life was like for the Anglo-Saxons.
 - To form conclusions about Anglo-Saxon life from archaeological evidence.

Resources This is your Anglo Saxon Life Helpsheet.doc
Same or Different.doc

Investigation activities

Starter:

- Anglo-Saxon housing.
- Visit the BBC Anglo-Saxon life Primary History learning site. http://www.bbc.co.uk/schools/primaryhistory/anglo_saxons/anglo-saxon_life
- Show the video of the reconstructed Anglo-Saxon village.
- **Discuss as a class the following questions**
 - What are the similarities and differences between these Anglo-Saxon houses?
 - Who might have lived in each one?
 - What do you think it would be like to live in an Anglo-Saxon hut?
 - What words would you use to describe it?

Main:

Activity 1:

- Use the rest of the BBC Anglo-Saxon life Primary History learning site to explore questions about aspects of Anglo-Saxon life such as: http://www.bbc.co.uk/schools/primaryhistory/anglo_saxons
- What did people wear? · What did people believe in?
- What did people eat? · How did the Anglo-Saxons fight?

Activity 2:

- In pairs summarise what life was like for an Anglo-Saxon and complete the *This is your Anglo Saxon Life Helpsheet.doc*

Plenary:

- Visit <http://www.show.me.uk/topicpage/Anglo-Saxons.html> to view more Anglo-Saxon artefacts.
- Use the links to Hidden Animals, King Arthur, Friendship Bracelets and Beowulf's Dragon to compare similarities and differences between these artefacts and the Staffordshire Hoard.
- Complete the *Same or Different.doc* worksheet.

Title: Anglo-Saxon Arts and Crafts

Lesson Objective Develop understanding of Anglo-Saxon craft and design
Produce an original design for an Anglo-Saxon sword and shield

Resources Hoard Strips.doc
Artefacts.ppt
Mythical Creature.doc
Hoard Pyramids Reflection.doc

Investigation activities

Starter:

- *Hoard Pyramids Reflection.doc* copy the detail accurately and reflect the other side of the pyramid sword hilt shape.
The two images can be cut and pasted to be on a separate sheet if needed.

Main:

Activity 1

- Hoard Strips.doc can be chopped down on guillotine easily by teacher, and students self differentiate with the task.
- Students should use colour to represent the gold and precious stones used to make the sword hilts attractive.
- They will also need to design a pattern for the middle strip.
- This area is for the students to design their own decorative pattern strip (based on the objects they have learned about e.g. cheek-piece, etc).
- It can be as complicated as they want to stretch themselves, and they may simply wish to copy the design on either side of the centre if they would prefer.
- Provide the students with images of the Hoard artefacts to base their ideas via *Artefacts.ppt*

Activity 2

- Design a new emblem for the shield's decoration using *Mythical Creature.doc*
- Create a new animal inspired by shapes and patterns seen amongst the Hoard objects.
- Extend the existing shield decoration which has an eagle head.
- Your animal must be made up from at least two animals to be a 'mythical' creature - eg. It could have 2 heads; fish scales or feathers; wings or a dragon's tail.
- Think about what legs it will have; bird's claws or lizard feet?

Plenary:

- Share designs and peer assess.

Title: Anglo-Saxon Sagas

- Lesson Objective**
- To consider the significance of the poem
 - To realize that modern English derives from Anglo-Saxon
 - To understand the role played by sagas in Anglo-Saxon culture
 - To develop their own sagas incorporating artefacts from the Hoard

Resources

- Beowulf Introduction.doc
- Beowulf.ppt
- Artefacts.doc

Investigation activities

Starter:

- You may be able to watch a Youtube trailer of Beowulf at http://www.youtube.com/watch?v=v9qpqyO_dmU
- Alternatively play the audio of an excerpt of Beowulf from the British Library via their website: <http://www.bl.uk/learning/langlit/changlang/activities/lang/beowulf/beowulfpage1.html>
You may wish to try the translation exercise available on the following pages
- You can also view a page from a manuscript: <http://www.bl.uk/reshelp/images/manuscripts/large14246.html>
Ask the students if they know what it is.
- You can then explain what Beowulf was and the place of saga telling in Anglo-Saxon culture *Beowulf Introcution.doc*.
- Show the translated extract on *Beowulf.ppt* and ask the group what they think this might have to do with the Staffordshire Hoard.

Main:

- Students can now work in small groups to write their own mini-sagas.
- They must include some of the artefacts from the Hoard in their saga - see *Artefacts.doc* for images
- You may want to give them some ideas based on the background information for the sagas or give them a number of artefacts that they need to work into their saga.

Plenary:

- Sharing sagas – depending on time choose some students to share their sagas with the rest of the group.

Title: Theories about the Hoard

Lesson Objective To explore the different theories about why the Hoard was buried
To develop conclusions about why the Hoard was buried.

- Resources**
- The mystery of the Staffordshire Hoard.ppt
 - Can you solve the mystery of the Staffordshire Hoard.doc
 - Hoard Theories.doc

Investigation activities

Starter:

- *The mystery of the Staffordshire Hoard.ppt* discuss questions on the Powerpoint slide.

Main:

- Group to look at the different theories surrounding the Hoard.
- Look at each one in turn and then ask the students to record what the theory is and how valid an explanation they think it is.
- Can you solve the mystery of the Staffordshire Hoard.doc
- The group can now produce their own report on what they think the Hoard is and what should be done with it.
- Where do they think the Hoard should be kept? How should it be exhibited? *Hoard Theories.doc*

Plenary:

- Group to present their ideas and have a class vote on which of theories they think is the most convincing?
- Do they think they will ever be able to solve the mystery of the Hoard? Is this what makes it so exciting?

Extension activity:

- Group to visit the official Staffordshire Hoard website www.staffordshirehoard.org.uk to compare their conclusions with those currently held by the experts.

Acknowledgements

The Staffordshire Hoard was discovered in July 2009.

Since then a partnership has worked together to raise the necessary funds to acquire the Hoard and is now working together to maximise the benefits that the Hoard offers for education.

The partnership aims to display the Hoard at several venues across our region in the future, including through a regional tour to Shire Hall, Stafford, Lichfield Cathedral, and Tamworth Castle during the summer 2011.

Planning and fundraising is continuing to achieve this goal, and future long term displays at Birmingham Museum & Art Gallery, the Potteries Museum & Art Gallery in Stoke-on-Trent, Lichfield Cathedral and Tamworth Borough Council, as well as a touring exhibition led by Staffordshire County Council.

So in the future there will be the potential to make educational visits to see the Hoard collection and the historic sites associated with Anglo-Saxon Staffordshire which will complement and enhance using the Hoard as a resource for classroom teaching.

Thanks to the members of the partnership for their input in to this resource.

