**1. Name of the project:** Stone Age

**2. Subjects covered from STEAM areas:** mathematics, arts/technologies, IT, science, language, history

**3. Target group (age range and size of the group):** 7-9 y.o., class (30 pupils)

**4. Duration of the activity:** 7-8 lessons

**5. Key words:** calculations, stone age, life style

**6. Key sentence describing context of the activity, followed by short description (200 words):**
To examine visual and textual information about the lifestyle of the Stone Age people - housing, tools, weapons. Learn and understand how people's life changed at the beginning and the end of this century. When the research is completed, pupils apply the gained knowledge practically. Selecting and using the materials of their own choice pupils do learn to set the fire, construct the tools and weapons, create prevailing clothing style and jewellery of those days. Pupils also assemble the dwellings of the Stone Age inhabitants, draw the pictures found in the caves. The final result would be the model of a lifestyle of the Stone Age people. To reinforce the gained knowledge throughout all learning process pupils, create the Double Bubble mind map, showing the similarities and the differences between the present and the Stone Age period.

**7. Description of the activity environment, including the list of materials and tools needed:**
Classroom with materials for creative activities (clay, plasticine, natural materials of choice (branches, leaves), stones or stone material (tiles), crayons.

**8. Step by step, detailed description of the activity, including teaching and learning strategies:**
1. The World History lesson explores the earliest period of the past by listening to a lecture on the Stone Age. The lecture is followed by answers to the question "What else do I want to know?". The answers are summarised and shared in groups.
2. At home, pupils search the internet and children's encyclopaedias for information on the tasks they have been given (assigned). In the next lesson, using the "Expert Method", pupils teach each other.
3. They are introduced to the Stone Age counting system and create their own calculations - how else could early man have counted.
4. After learning about Stone Age art and the themes depicted, they draw on a stone surface. They investigate whether it was comfortable to draw in caves: they test this by sticking leaves under a bench.
5. They create weapons, tools and jewellery from natural materials they bring. They choose how to do this task, either individually or in pairs.
6. In the language lesson, they write a piece of writing called "I am a primitive Stone Age man". My day". They read their work in groups, discussed and corrected it.
7. The final result was the creation of a model of a Stone Age living environment. Pupils choose which objects they will make and what they will be responsible for in the creation of the model.

**9. Learning objectives/competencies:**
Aim: To explore the lifestyle of Stone Age people.
Objectives:
1) Use information technology to find information about the Stone Age.
2) To listen to a university / scientist lecture on the Stone Age.
3) Use natural materials to create Stone Age objects (weapons, jewellery, dwellings, weapons, etc.)
4) Apply the knowledge acquired to write a paper on "I am a primitive Stone Age man".
5) Create a calculating system that could have been used by primitive people.
6) Draw a picture in an imaginary cave (e.g. under a bench).
7) Draw a picture on a stone after learning about the art of primitive people.
8) Create a model of a Stone Age settlement.

Throughout the activities, the pupils developed the following competences: cognitive, social, emotional, creative, cultural and communicative.

## 10. Evaluation/Assessment guidelines:

The project assessed students informally by observing their tasks, commenting on them, and advising on any inaccuracies found consult classmates or consult reference books, the Internet.

## 11. Lessons learned:

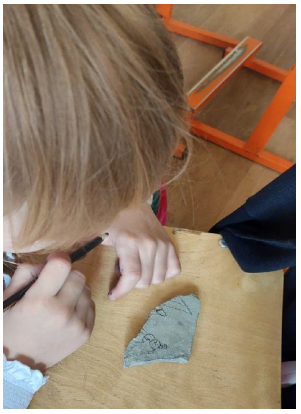
Pupils learned collaboratively; they understood the benefits of technology in people's lives; they were able to choose which objects to make for the model, which increased their motivation to learn

## 12. Additional information/Links:

Stone Age counting system (https://nrich.maths.org/2472)
Lecture . "Who is more primitive - us or the Stone Age? (in Lithuanian)
https://www.youtube.com/watch?v=pTUvTCqvPM0
Cave painting gallery: https://www.thoughtco.com/best-ancient-cave-paintings-4869319

Result gallery:



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