

1. Title: Landscape, Pre-history and the rural life in Europe

2. Knowledge and didactic objectives

- To elaborate a timeline of the prehistory
- To explain the neolithic revolution: agriculture and cattle raising
- To use the archeological method
- To investigate in groups through historical sources
- To argument changes and continuities in the rural life
- To debate about current inequalities in the rural world

3. Timing

4 sessions.
50 minutes each session.

4. Grouping of students

Small groups (4-5 students)

5. Historical thinking skills

- Historical significance
- Change and Continuity
- Historical evidences

6. Development or sequence of the activity

Session 1: The teacher divided the students into groups of 4-5 people each one. Then the teacher starts a “Circle of viewpoints” asking in each group if they know the time and characteristics of the pre-history and if they are able to distinguish between Paleolithic and Neolithic.

After the discussion in small groups, the teacher will ask in big group to make a brainstorming with their previous knowledge. After that, in the small groups the students will elaborate their own PRE-HISTORY TIMELINE ordering the most relevant facts of that period.

Session 2: The teacher will prepare an ARCHEOLOGICAL BUCKET for each group and following the archeological method and using the archeological tools, the students have to discover a historical evidence “Roman mosaic of the moths (Otranto Cathedral)”. In this source the students can observe that in

April (plant trees and sow) and August (harvest) there are works related to the rural life. They have to elaborate a description of these two months and explaining when and how agriculture was discovered.

Session 3: The teacher will ask the students to research and investigate in groups about the changes and continuities in the rural world (instruments, techniques, new products, tools, distribution, changes in other historical periods) and the difficulties that people living in rural areas have to face nowadays (lack of services, low prices of the products, climate change, rural exodus, gender inequalities, poverty, etc.)

Session 4: With the information found, each group of students must elaborate an infographic (with application like Canva or Genially) to select and organize the information learned. In the last 20 minutes, each group have to make an oral presentation explaining the characteristics of pre-history, the importance of the Neolithic revolution and the changes and difficulties of nowadays rural world.

7. Assessment techniques and instruments

The evaluation is going to be continuous and formative.

The teacher will prepare a rubric to evaluate the unit:

Ítem	A – Done	B - Regular	C – Not reached
Pre-history			
Timeline			
Neolithic revolution			
Changes, continuities and difficulties in rural life			

8. Complementary resources

- <https://www.timetoast.com/>
- https://www.youtube.com/watch?v=bU1Aku_fZV4 (Prehistory documentary)

9. Annexes

Historical evidence: Mosaic of the months (Otranto Cathedral)



Disclaimer

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