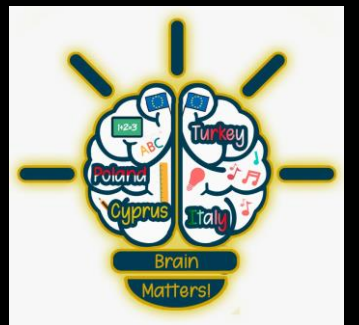


THE PALEOLITHIC AGE

HOW DID PEOPLE LIVE IN
PALEOLITHIC AGE?



Erasmus



The Paleolithic Age

(The "Old Stone" Age)



LEARNING OUTCOMES!!!

To know about some aspects of life and art in the Paleolithic Age.

To be able to analyse historical sources in order to interpret how people live.

To be able to use ICT for historical enquiry: to gather and select information.



PROJECT OR COPY AND PUT UP THREE IMAGES OF LIFE IN THE PALEOLITHIC AGE

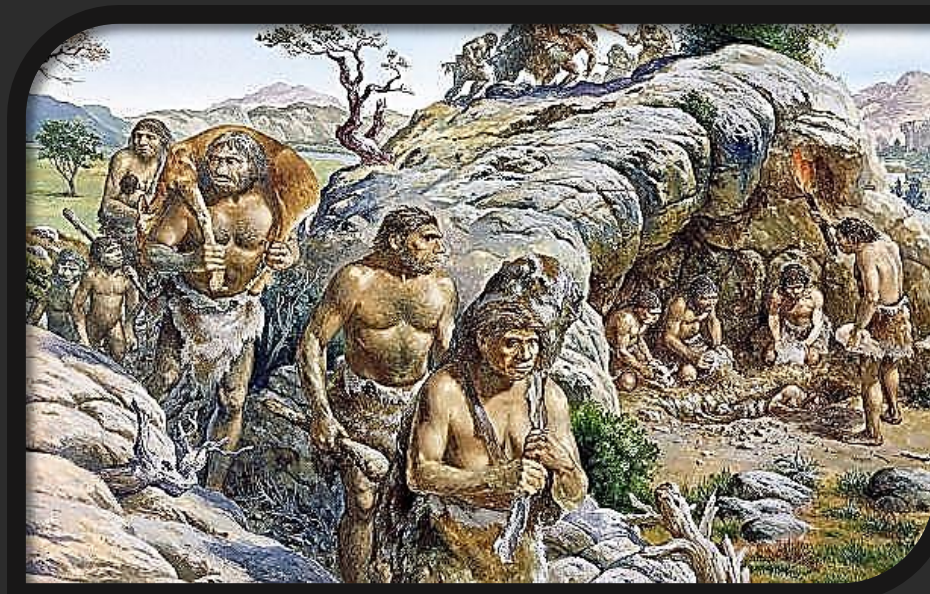
STONE TOOLS, A POT AND A CAVE PAINTING

- **ASK STUDENTS TO TELL YOU ANY WORD OR PHRASE THAT THEY ASSOCIATE WITH THE IMAGES: FOR EXAMPLE, STONE, VERY OLD, ANIMAL, CAVE, HUNTING ANIMALS. WRITE THE WORDS AND PHRASES ON THE BOARD AND ASK THEM TO PREDICT WHAT THEY WILL LEARN ABOUT IN THE HISTORY LESSON.**

WRITE "**PALEOLITHIC AGE**", ON THE BOARD, MARK THE MAIN STRESS BY UNDERLINING "LITH". DO THEY KNOW ITS MEANING? DO THEY KNOW THAT IT IS A GREEK WORD? WHAT DOES IT MEAN?

• **PALEO=ANCIENT**

• **LITHOS=STONE**



VOCABULARY FOCUS

- WRITE ON THE BOARD: HUNTING, FISHING, GATHERING, NOMADIC, OUTDOORS, CAVES, WOOD HUTS, TRIBES, FIRE.
- ASK STUDENTS WHICH WORDS THEY KNOW. CHECK EVERYONE UNDERSTANDS THE VOCABULARY AND THEN ASK WHICH WORDS THEY DON'T KNOW.
- THE STUDENT LOOK AT THE PICTURE OF "LIFE IN A CAVE "AND WE ASK THEM WHAT THEY CAN SEE AND WHAT THEY THINK PEOPLE DID DURING THE PALEOLITHIC AGE. IDENTIFY THE FIRE IN THE CENTRE OF THE PICTURE AND ASK WHY FIRE WAS AN IMPORTANT DISCOVERY. PROVIDE LANGUAGE SUPPORT BY WRITING A SENTENCE STARTER ON THE BOARD: FIRE WAS IMPORTANT BECAUSE PALEOLITHIC PEOPLE COULD.....

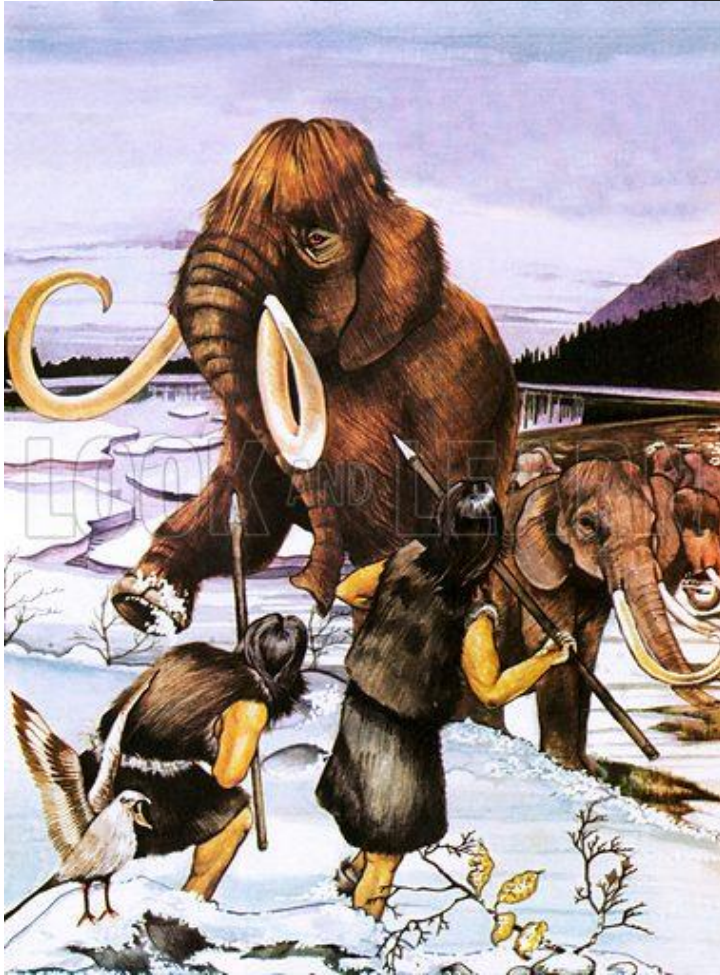


HOW DID PEOPLE LIVE IN PALEOLITHIC AGE?

- THEY LIVED FROM HUNTING, FISHING AND GATHERING WILD FRUIT.
- THEY HUNTED MAMMOTHS, BEARS, ELEPHANTS, DEER, BISON AND OTHER ANIMALS. THEY USED THEIR MEAT FOR FOOD AND THEIR SKINS FOR CLOTHES.
- THEY WERE NOMADIC, THEY DID NOT LIVE IN A FIXED PLACE. THEY FOLLOWED THE ANIMALS THEY HUNTED AND SEARCHED FOR PLACES WHERE WATER, FOOD AND SHELTER WERE AVAILABLE.



PROVIDING SUPPORT FOR HISTORICAL ENQUIRY



- WRITE 'EXTINCT' ON THE BOARD AND ELICIT WHICH KNOWN ANIMALS ARE EXTINCT AND HOW THEY BECOME EXTINCT (CHANGES IN ENVIRONMENT, HUNTING, NEW DISEASES, NEW PREDATORS, NATURAL DISASTERS)
- STUDENTS LOOK AT THE PICTURE AND DISCUSS WHAT THEY CAN SEE AND WHAT IS HAPPENING.
- ASK LOWER THINKING QUESTIONS (WHICH ANIMAL IS BEING HUNTED? A MAMMOTH WHICH IS THE ANCESTOR OF AN ELEPHANT. WHAT ARE THE MEN USING TO HUNT THE ANIMAL? A SPEAR.)
- ASK A HIGHER ORDER THINKING QUESTION (WHAT DO YOU THINK THE MEN WILL DO WITH THE ANIMAL NEXT?)
- WRITE ON THE BOARD 'DO YOU THINK HUMANS CHANGED THE ENVIRONMENT DURING THE PALEOLITHIC AGE?' STUDENTS DISCUSS IN PAIRS WAYS HUMANS COULD HAVE CHANGED THE ENVIRONMENT.
- STUDENTS INVESTIGATE ABOUT OTHER ANIMAL SPECIES THAT BECAME EXTINCT DURING THE PALEOLITHIC PERIOD.

LIVE WORK SHEETS!!!

- [The palaeolithic period worksheet \(liveworksheets.com\)](https://www.liveworksheets.com)
- [Paleolithic interactive worksheet \(liveworksheets.com\)](https://www.liveworksheets.com)
- [Early Humans Characteristics worksheet \(liveworksheets.com\)](https://www.liveworksheets.com)

- [PREHISTORY \(Paleolithic, Neolithic and Metal Age worksheet \(liveworksheets.com\)\)](https://www.liveworksheets.com)



HOW TO BUILD A HOUSE FROM NEOLITHIC AGE!



ΠΩΣ ΝΑ ΦΤΙΑΞΕΤΕ ΕΝΑ
ΝΕΟΛΙΘΙΚΟ ΣΠΙΤΙ ΤΗΣ ΧΟΙΡΟΚΟΙΤΙΑΣ

Οδηγίες για εκπαιδευτικούς και μαθητές

