



Stone age and the development of humans

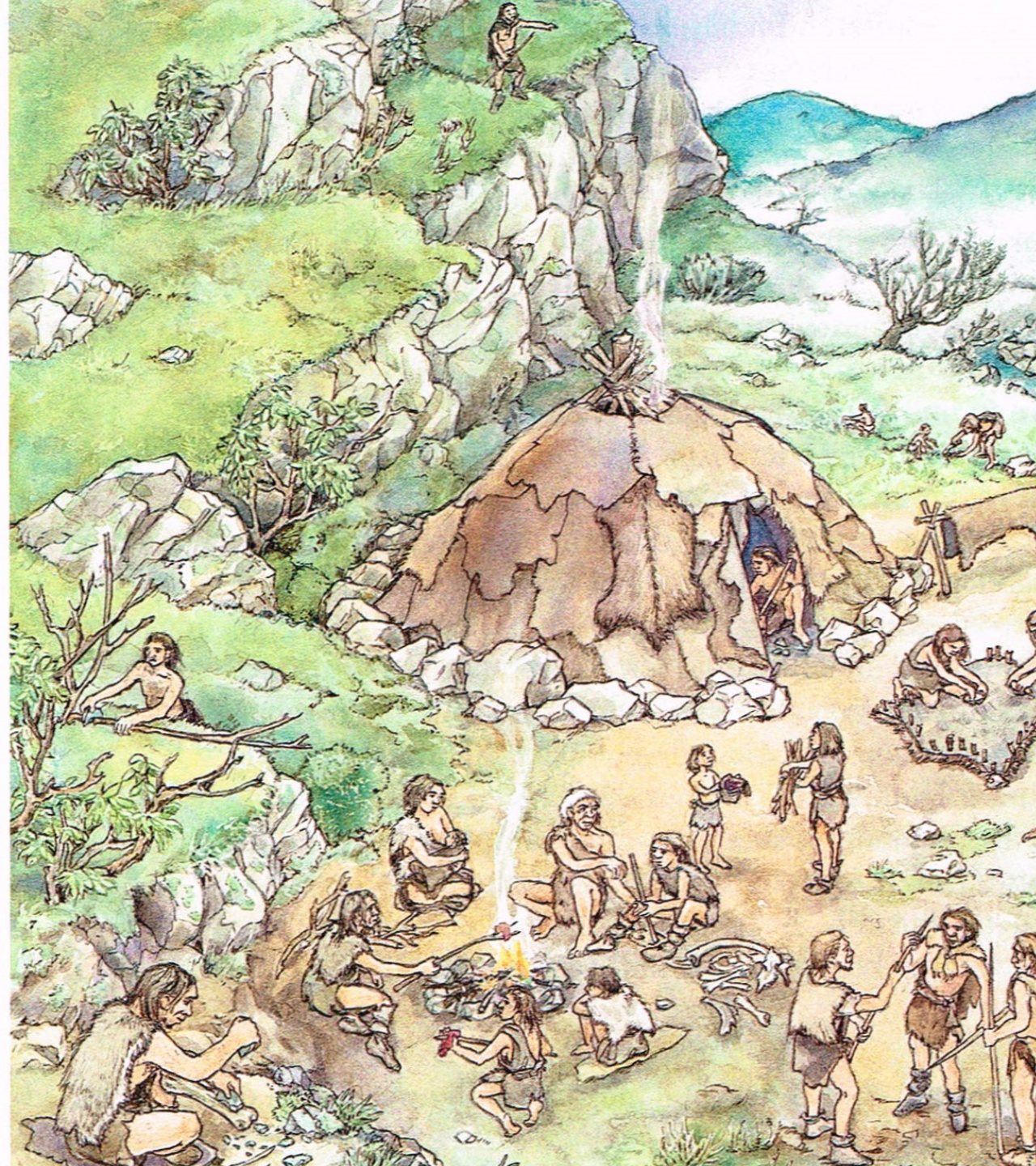
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Overview

- Target group and contextualization
- Skills and objectives
- Language systems and language functions
- Outline lesson plan
 - Time travel-walk, vocabulary circle
 - TPR (Total Physical Response)
 - Bingo
 - Miming and guessing
 - Station plan
 - Local positions



Target group and contextualization

- 20 children – 4th Grade
- Different English language proficiency – A1 (beginner)
- S have dealt with certain epochs of the European history in German
- Lesson plans: 2 outlines of lesson plans, 3 lesson-sketches
- Afterwards: practise the vocabulary with games we named



Skills and objectives

- Skills:
listening, speaking, reading (writing)
- The learners can ...
 - name characteristics of the stone age.
 - understand the new vocabulary.
 - memorize the vocabulary.
 - pronounce the new vocabulary correctly.
 - combine the vocabulary with the correct picture card.
 - understand and retell the TPR-story.



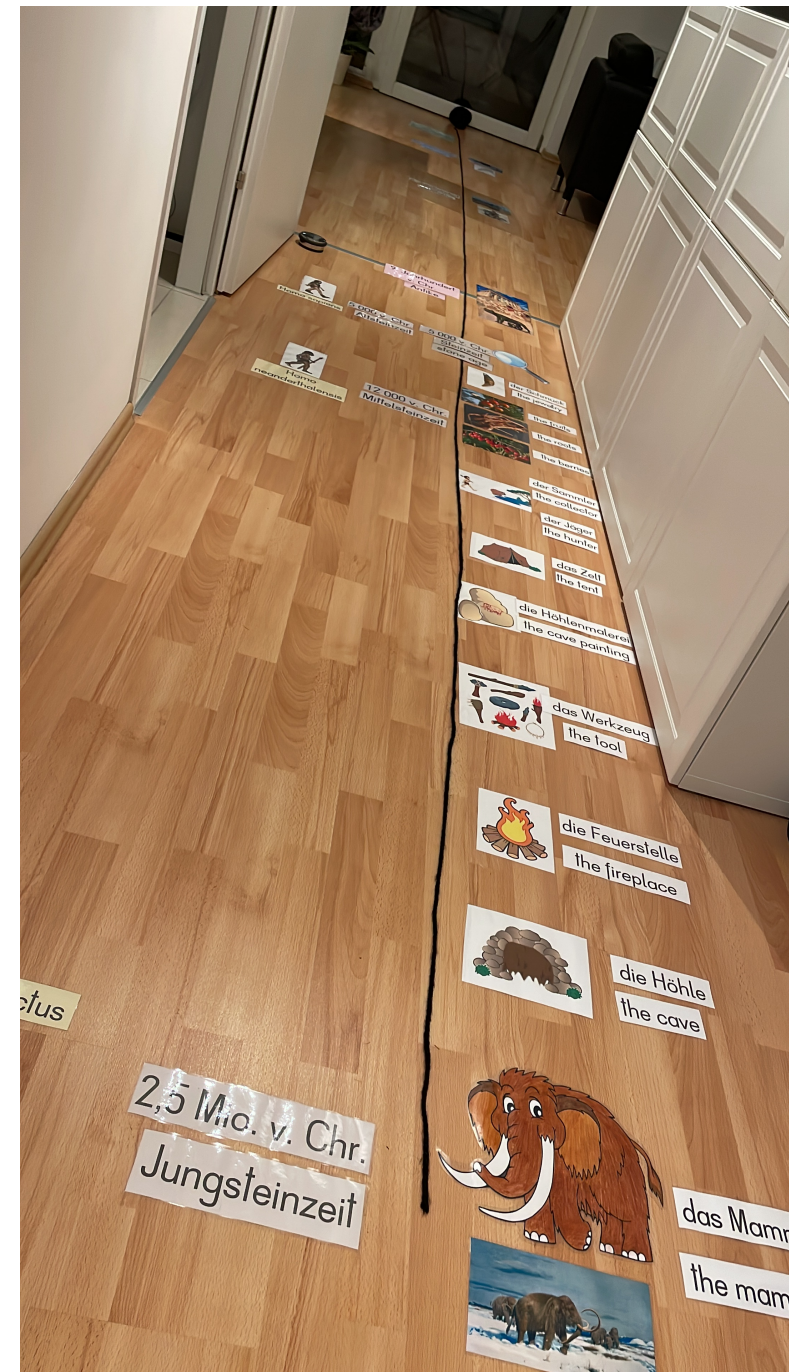
Language systems and functions

- New vocabulary:
stone age, fireplace, cave, tent, cave painting, collector, hunt/hunter, tool, jewellery, mammoth
- Already established vocabulary:
fruits, berries, roots, sleep, tired, cook, hungry, lens
- Narrating - to narrate the TPR
- Describing - to describe the characteristics of the stone age



Time travel-walk (15 min)

- Corridor: Wool, picture- and word cards
- Quick repetition of the European history/development of the humans: English, German
- T tells story, S put picture- and word cards in the correct order (every S gets at least one card)
- One foot width represents 1 000 years
- Goal: time beam for a better understanding
- Epoch stone age: lens
- T jumps to the end and names the characteristics of the stone age by starting 2,5 million years ago
- English and German
- Listening, reading



Vocabulary circle (15 min)

- Seat circle
- Every S gets a part (card) of the vocabulary circle
- Goal: Forming a card-circle
 - by reading out loud the words
 - by repeating the vocabulary and
 - by placing the cards correctly
- Vocabulary circle with or without text
- Game: "I say – you say"
- Reading, speaking, listening



TPR (Total Physical Response) ~ 20 min

Hello! – wave

We are in our tent. – hands form a roof

We are hungry. – stroke stomach

We are going on a hunt. – throw a spear

I'm a gatherer. – collecting gesture

I gather berries. – berries in hand

You are a hunter and you need your tools. – throw a spear + cutting gesture

Look, there's a Mammut. – glasses with fingers + tusks with fingers

We cook at the fireplace. – stirring + flames

We do cave painting. – painting gesture

Now, we are tired. – yawning gesture

We go to sleep in our cave. – sleeping gesture + hands make a bow



Crafts

- Building a tent – watching a instruction-video in English
- Building a tent with everyday material – Diff.: German instructions



Bingo

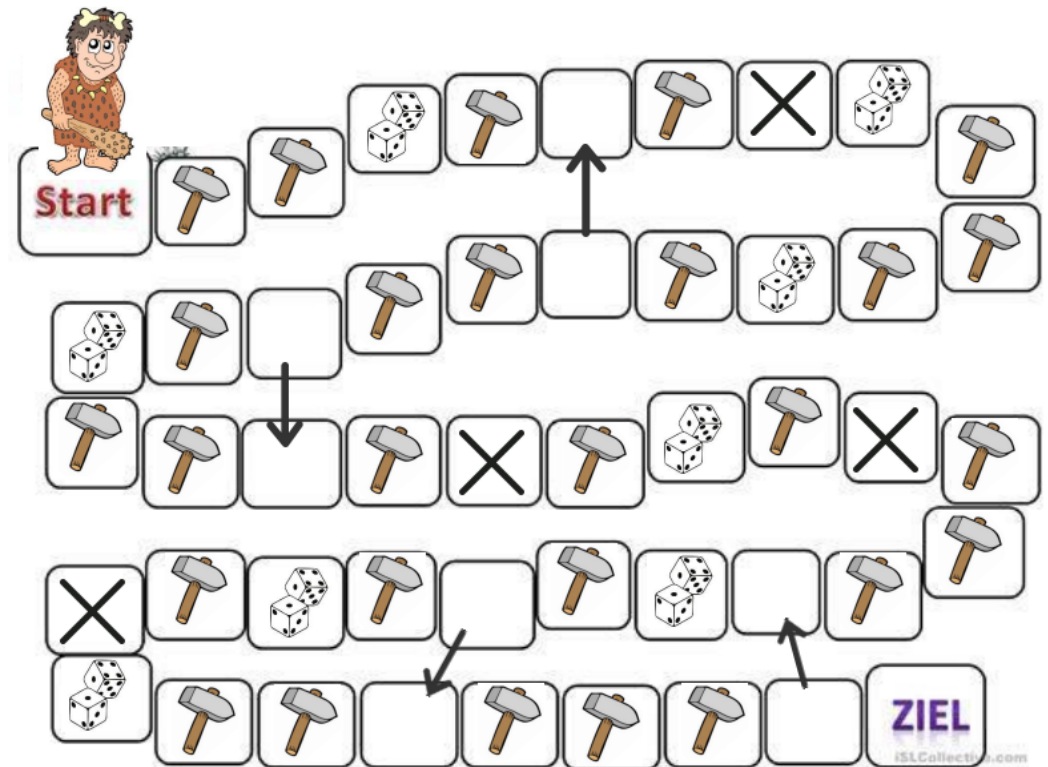


Miming and guessing

- **Picture cards:**
Child mimes the picture and other children try to guess to correct vocabulary

Station plan I

- Board game
- Memory (cards)
- 2 truth-one lie (cards)
- Movement game – “Stone age jump” (picture cards)



Station plan II

* = compulsory task

- *Mindmap (sheet of paper)
- *Coloring picture (stick, tape, picture)
- *Cave painting (stone, gel pens)
- Stone age tools (newspaper, tape)



(Selfmade by my students)

English – local positions

Using the mammoth-stick figure and the stone (with or without cave painting) from 3rd lesson for practicing the local positions:

- *Asking* “Where is the mammoth?”

and

- *Answering* “The mammoth is on/next to/behind/in front of/over/under the cave painting OR the stone”.



Thank you
for your
attention 😊

Image sources

- Slides 1 & 2:

Ursprungsquelle: Baumgärtner, U. (Hrsg.): ANNO 1. Geschichte Gymnasium Sachsen, abgerufen von: <https://www.anne-augustum.de/de/Geschichte.html>

- Slide 5:

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- Slide 8:

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- Slide 15:

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