

# Mantle of the Expert: The Last Mammoth

What is it we want the children to learn - start with the curriculum.

What can the children do? How can we increase the challenge in each step? What can we prepare as givens? What will the teacher do? What will the children do? What will we do together? How will we publish what we know at each stage?

<p><b>Step 1: Theme</b></p> <p>The Ice Age</p>	<p><b>Step 2: Overview of learning</b></p> <ul style="list-style-type: none"> <li><b>Knowledge:</b> what life was like during the Ice Age. How people survived during the Ice Age. What animals were alive during the Ice Age.</li> <li><b>Skills: DT</b> – building shelters and making tools; making food for the journey. <b>Science</b> – investigating how to keep warm; exploring the properties of natural materials;</li> <li><b>Understanding:</b></li> </ul>	<p><b>Step 3: List of things that make the theme interesting</b></p> <ul style="list-style-type: none"> <li>Ice age</li> <li>Cave people and how they lived</li> <li>Ice age animals including woolly mammoths</li> <li>Extreme weathers and temperatures</li> <li>Cave art</li> </ul>	<p><b>Step 4: Generate questions for inquiry</b> <i>Social, political, historical, environmental, critical, ethical, philosophical, spiritual</i></p> <p>What was it like during the Ice Age? How did people live and survive during the Ice Age? Should human lives be put before animal lives?</p>
<p><b>Step 5: Invent a narrative – include tension, location and time</b></p> <p><b>Characters:</b> Rashka Dave, Archeologist. A tribe of hunter-gatherers. A cave person who needs to feed his/her family</p> <p><b>Locations:</b> Across Europe</p> <p><b>Time:</b> The Ice Age, around 11,000 years ago</p> <p><b>Narrative:</b> It is towards the end of the Ice Age. There is only one herd of woolly mammoths left. The team is called to save the last mammoths from extinction.</p> <p><b>Tensions:</b> Dangerous animals, risks from the climate, how to survive, challenges from stone age people</p>	<p><b>Step 6: Select the expert team and list powers, responsibilities and values</b></p> <p><b>Team:</b> Elephant keepers</p> <p><b>Powers:</b> To travel back in time. To intervene in events if necessary.</p> <p><b>Responsibilities:</b> To search for and find Ice Age creatures. To work to protect the woolly mammoths.</p> <p><b>Values:</b></p>	<p><b>Step 7: Decide on the client and their role, purpose and authority</b></p> <p><b>Client:</b> Rashka Dave, Archaeologist.</p> <p><b>Role:</b> To teach the team about life during the Ice Age. To prepare them for the expedition. To set out expectations for the expedition.</p> <p><b>Authority:</b> Medium level</p>	<p><b>Step 8: Devise the commission</b></p> <p>Rashka Dave is an archaeologist who is passionate about Ice Age animals. She has become very interested in mammoths and wants to try to prevent them from becoming extinct. She asks the time travellers to go back to the Ice Age and save the last mammoth.</p>
<p><b>Step 9: Other points of view</b></p> <ul style="list-style-type: none"> <li>The people hunting the mammoths</li> <li>The mammoths</li> </ul>	<p><b>Step 10: Possible team tasks and classroom activities:</b></p> <ul style="list-style-type: none"> <li>Learning about mammoths in order to identify them</li> <li>Making 'mammoth identification' booklets to take with them</li> <li>Learning to survive during the Ice Age</li> <li>Making tools</li> <li>Learning about the hunter-gatherers that lived during the Ice Age</li> <li>Making clothing</li> <li>Investigating which clothing will keep them the warmest (toy trolls and fur clothing investigation)</li> <li>Discover and interpret cave paintings</li> </ul>	<p><b>Step 11: Possible EYFS and NC links</b> <i>Subject to change as the mantle develops</i></p>	<p><b>Step 12: Sequence of steps into the fiction</b></p> <p>See below for steps</p> <p><b>7 aspects of planning a start:</b></p> <ol style="list-style-type: none"> <li>What's happening? Location, people, events?</li> <li>What signs are there for the students to interpret – words, pictures, movement?</li> <li>What's going to attract their interest – the tension?</li> <li>What questions are raised – the inquiry?</li> <li>What tasks are the students going to do to bring them into the fiction?</li> <li>How are students going to take on the mantle of the expert team?</li> <li>How are they going to be introduced to the client and the commission?</li> </ol>

## Mantle of the Expert:

### Steps in:

#### **Step 1: The herd of elephants.**

Use papier mache techniques to create a herd of elephants, with children creating perhaps one elephant per group of 3. Spend time creating and painting them. Give them names and back stories together.

#### **Step 2: The elephant enclosure**

If we are going to keep a herd of elephants, what will they need? Research the needs of elephants and create an enclosure to meet those needs.

#### **Step 3: Learning about elephants (several sessions will be required)**

Use ipads, books and other resources to find out about elephants. Do some purposeful instruction writing about how to care for elephants.

#### **Step 4: Caring for the herd of elephants**

Convention 1: caring for the elephants, tending to their wounds, scrubbing their feet, filling out reports.

#### **Step 5: The Archaeologist.**

The children meet an archaeologist. She has been unearthing the remains of something that looks like an elephant. Can the elephant experts help her to identify it? It will turn out to be a woolly mammoth.

#### **Step 6:**

The archaeologist will reveal that she loves woolly mammoths and would really like to meet a real one... she asks the children, as elephant experts, to go back in time to save the last herd of woolly mammoths.

### Websites:

<https://ymiclassroom.com/lesson-plans/iceage/>

<https://online.kidsdiscover.com>

<https://www.teachingideas.co.uk/early-human-history/stone-age-day-ideas> - ideas for teaching

<https://www.timeseekers.co.uk/schools/topic-days/back-to-prehistory> (archaeologist visit days to school)

<https://www.nypl.org/blog/2015/10/20/diy-papermache-elephant>