

Teacher's Guide For

Ancient History: Ancient Britain

Stonehenge to Celtic Iron Age Hill Forts

For grade 7 - College

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Executive Producer
William V. Ambrose

Teacher's Guide by
Mark Reeder

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145 West 45th St., Suite 1115
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1-800-526-4663
24-Hour Fax 212-768-9282
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MATERIALS IN THE PROGRAM

Teacher's Guide -This Teacher's Guide has been prepared to aid the teacher in utilizing materials contained within this program. In addition to this introductory material, the guide contains the following:

- *Suggested Instructional Notes*
- *Student Learning Goals*
- *Test Questions on Blackline Masters A for duplication and handout to students.*
- *Timeline of Events in Ancient British history*

INSTRUCTIONAL NOTES

It is suggested that you preview the program and read the Student Goals and Teacher Points. By doing so, you will become familiar with the materials and be better prepared to adapt the program to the needs of your class. Please note that this show is set up to be played continuously and you will probably find it best to follow the program in the order in which it is presented, but this is not necessary. The program can be divided into chapters accessed through the DVD's Menu Screen under Chapter Selects. In this way each chapter can be played and studied separately. A proposed Lesson Plan based on chapter headings accessed through the DVD menu screen can be found on page 4 of this Teachers Guide. It is also suggested that the program presentation take place before the entire class and under your direction. As you review the instructional program outlined in the Teacher's Guide, you may find it necessary to make some changes, deletions, or additions to fit the specific needs of your students. After viewing the program you may wish to copy the **Test Questions on Blackline Masters 1A** and distribute it to your class to measure their comprehension of the events.

INTRODUCTION AND SUMMARY OF ANCIENT HISTORY: ANCIENT BRITAIN

Ancient History: Ancient Britain: Stonehenge to Celtic Iron Age Hill Forts is a new approach to presenting in an exciting way the history of ancient Britain from the Stone Age to the Iron Age. The program is designed to present *Ancient History: Ancient Britain: Stonehenge to Celtic Iron Age Hill Forts* in a way that promotes successful student learning. The program begins with an overview of the Stone Age, Bronze Age and Iron Age cultures of Britain and their connection to its greatest legend, King Arthur and the Knights of the Round Table. The program then examines Britain's isolation from the continent and how this isolation allowed its unique civilization to flourish in a land rich in timber, game and arable land. The program continues by discussing the Britain's oldest stone structures, including Stonehenge and Avebury and their importance to Neolithic cultures. The impact of the Bronze Age as a transition from the Stone Age to the Iron Age is shown next. Finally the importance of the Iron Age and its artifacts is discussed, especially Britain's allure to Rome and Rome's subsequent invasion.

In addition, historical themes are clearly presented, using state of the art visuals.

Student Goals - In this Ancient History: Ancient Britain program students will learn:

- The greatest hero myth of Britain is King Arthur and the Knights of the Round Table
 - King Arthur is a legend that started thousands of years earlier with the building of the greatest Neolithic or New Stone Age megaliths on the planet
- Around 1500 B.C., early Britons stopped building the massive megaliths
 - They already had a new focus: metalworking
 - Around 800 B.C. the working of the scarce metals of copper and tin were replaced by tools and weapons made from abundant iron ore
- Development of the ancient Britons was uniquely shaped by Britain's maritime climate and island geography
- Isolated, Ancient Britons were able to chart a distinctive course towards civilization
- Eventually, ancient Britons settled into an agricultural life style
 - Around 6500 years ago, ancient Britons began clearing the forest with stone tools
 - They grew grains and domesticated sheep, pigs and cattle
- These peoples had the will power and the social organization to build Stonehenge and other standing stones, along with burial barrows
 - Examples of the Megaliths are King's Quoit, St. Lythans and Tinkinswood
 - The most famous megalithic sites are Stonehenge and Avebury
- The Bronze Age is often characterized as the 1500 year period between the stone age and the iron age
- For a time Britain was the Western world's major source of tin during the Bronze Age
 - The Bronze Age marked a change in the way burials were treated
- New weapons and tools made from iron created new wealth and led to agricultural surpluses in Britain
- During the Iron Age in Britain the simple pastoral villages were replaced by Hill forts, precursors to medieval castles
- By the time of the birth of Christ, Iron Age Britain was a wealthy quilt work of chiefdoms
- Initially the Iron Age Briton's adopted some Celtic art and fashion
 - There was trade with the continent
 - Early Britons adopted some Celtic fashion, jewelry and art as a result of trade
 - The most spectacular pieces were made from gold
 - Celts did not invade Britain
- Rome eventually invaded Britain in 43 A.D.
 - In spite of the Roman invasion, Britons did not become assimilated by Rome
 - Early Britons retained their distinctive identities

LINKS TO CURRICULUM STANDARDS

The design for this program was guided by the National Center for History in the Schools, United States History curriculum Era 3: Revolution and the New Nation- Standards 1 and 3 for grades 5-12, Era 9 Postwar United States -Standard 4 for grades 5-12, and the California Public School Standards for Historical Content, Grade 8 - Standards 8.1, 8.2 and 8.3 (#4 - #7), Standard 8.8 (#1) and Grade 11, Standards 11.1 (#2, #3), 11.3 (#5), 11.5 - (#3, #4) and 11.10 (#2, #3) and Grade 12, Standards 12.1, 12.4 and 12.5.

SUGGESTED LESSON PLAN

Ancient History: Ancient Britain – From Stonehenge to Celtic Iron Age Hill Forts has been laid out so it can be viewed in its entirety, or by selecting the DVD menu screen, individual chapters can be viewed separately to create a lesson plan. Each chapter presents a part of the uniqueness of ancient Britain that shaped the experiences of ancient Britons that in turn shaped British culture today. The chapters first introduce the mythic legends of Merlin and King Arthur and their connections with the Stone, Bronze and Iron Ages, which would lead to a new great civilization. They go on to explore the geography and climate, the impact of the Megalith builders and their creation, the Bronze and iron Ages and the distinctive Iron Age Art of Ancient Britain. Finally the program ends in 43A.D. with the invasion of Rome.

Below are the suggested lesson plan and its chapters. Using this lesson plan, teachers can cover the specific issues and themes mentioned in *Ancient History: Ancient Britain from Stonehenge to Celtic Iron Age Hill Forts*.

Program Chapters

- Introduction
- Geography and Climate
- Megalith Builders
- The Bronze Age
- The Iron Age
- Art in Iron Age Britain

Chapter One: Introduction

Student Goals - In this Ancient History: Ancient Britain chapter students will learn:

- The greatest hero myth of Britain is King Arthur and the Knights of the Round Table
 - King Arthur is a legend that started thousands of years earlier with the building of the greatest Neolithic or New Stone Age megaliths on the planet
 - Stonehenge is the greatest megalith in Europe
- Around 1500 B.C., early Britons stopped building the massive megaliths forever
 - They already had a new focus: metalworking
 - Metal smiths became more sophisticated and technologically aware

- Around 800 B.C. the working of the scarce metals of copper and tin were replaced by tools and weapons made from abundant iron ore
 - At this time the Iron Age Britons were as advanced as the Romans
 - They received a bad press because the histories were written by the Romans

Chapter Two: Climate and Geography

Student Goals - In this Ancient History: Ancient Britain chapter students will learn:

- Britain's maritime climate and island status have provided for the unique development of the ancient Britons
 - Isolated, Ancient Britons were able to chart a unique course towards civilization
 - There is no evidence of any invasions of Britain before the Roman invasion
- Eventually, the ancient Britons settled into a agricultural life style, growing grains and domesticating sheep, pigs and cattle

Chapter Three: Megalith Builders

Student Goals - In this Ancient History: Ancient Britain chapter students will learn:

- Around 6500 years ago, ancient Britons began an aggressive clearing of the forest with more advanced stone tools
 - Small settlements and farmsteads made their appearance
 - Animal husbandry was in full swing, and planted fields flourished throughout the land
 - These Neolithic peoples built wooden structures and pottery became important
- These peoples had the will power and the social organization to build Stonehenge and other standing stones, along with burial barrows
- Examples of the Megaliths are King's Quoit, St. Lythans and Tinkinswood
- The most famous megalithic sites are Stonehenge and Avebury
 - They were building these sites over a long period of time
 - Stonehenge and Avebury began with banks and ditches
 - Avebury has four entrances and Stonehenge has one
- The purposes of Avebury and Stonehenge sites can't be confirmed but they probably changed throughout the centuries
 - Could be used as an astronomical observatory or a place to heal the sick

Chapter Four: The Bronze Age

Student Goals - In this Ancient History: Ancient Britain chapter students will learn:

- The Bronze Age is often characterized as the 1500 year period between the stone age and the iron age
- For a time Britain was the Western world's major source of tin during the Bronze Age
- The bronze Age marked a change in the way of life
 - Early Bronze Age individual burials are being marked

- By Middle Bronze Age large burial tombs are no longer being made
- Settlements with buildings known as roundhouses begin to appear
- By the end of the Bronze Age fortified hilltops, known as Hillforts appear, suggesting that land ownership and territories are becoming important
- By the end of the Bronze Age more power was exerted through control of land and through the generation of agricultural surpluses

Chapter Five: The Iron Age

Student Goals - In this Ancient History: Ancient Britain chapter students will learn:

- New weapons and tools made from iron created new wealth and led to agricultural surpluses in Britain
- During the Iron Age in Britain the simple pastoral villages were replaced by Hill forts, precursors to medieval castles
 - These are palisaded forts
 - Buildings within are round houses
 - How a roundhouse was constructed
- Society is changing
 - the blacksmith—the expert metalworker—would have been a very important member of a hillfort community
 - There is also an emerging religious class, sometimes known as the Druids, from the second century B.C.
 - Also small scale migrations of people from the Continent to southern Britain
- By the time of the birth of Christ, Iron Age Britain was a wealthy quilt work of chiefdoms

Chapter Six: Iron Age Art

Student Goals - In this Ancient History: Ancient Britain chapter students will learn:

- There were no successive waves of large numbers Celts invading across into Britain
- Celtic identity means, a shared art style and the transmission of fashions and style
 - These styles and fashions were being taken up by Britain's Iron Age peoples
 - Later during the Iron Age, the emergence of insular British styles, which are distinctive and different from anything else seen in continental Europe
- The most spectacular pieces of art were made from gold
 - Iron Age Britons were brilliant gold and silversmiths
 - They made intricate, beautiful torques out of gold—out of one long wire, which was rounded and rounded upon itself

ANSWERS TO BLACKLINE MASTER 1A QUIZ

1-b; 2-c; 3-a; 4-d; 5-d; 6-a; 7-b; 8-a; 9-b; 10-d