THE CROWDED DESERT Teacher’s Pack

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This teachers’ pack contains suggestions and activities to complement the Let’s Explore Archaeology Digital Book. It is aimed at Children Aged 6-11.
Let’s Explore Archaeology

The Crowded Desert, Project Overview:

The Crowded Desert is a joint project developed by UCL Qatar and Qatar Museums and supported by Qatar National Research Fund. The project is an archaeological study of the desert landscape of north-western Qatar, which seeks to understand the history of the nomadic and settled people in the area and their relationship with other distant places in the Arabian Gulf region.

This pack includes:

• A script, which accompanies the digital book, introducing archaeology in a desert environment to the class.
• Five informative, educational activities linked to the digital book’s content.
• A glossary of terms used throughout the book.
• Additional resources for educators to further expand students’ subject knowledge.

Curriculum links:

This lesson pack supports the following Qatar national curriculum history units:

• Grade 2: Unit 3.0 ‘Historical Survey and Skills’
• Grade 3: Unit 1.0 ‘Timelines’, Unit 3.0 ‘Historical Survey and Skills’

This lesson pack supports the teaching of Qatari history and citizenship curriculum units in private schools:

• Grade 3: Unit 1, Lesson 1 ‘The importance of archaeology in studying history.’

It can also be used across different key stages when teaching themes related to the importance of cultural heritage institutions.

Aims of the book:

• Describe the role of archaeology in society in Qatar.
• Discuss the methods used to extract information.
• Depict and describe various Qatari objects found at excavation sites.
• Provide a foundational understanding of archaeology in Qatar.
• Illustrate the relevance and importance of archaeology to understanding Qatar’s past.

Learning objectives:

1. To become familiar with the idea of archaeology.
2. To identify key methods in the practice of archaeology.
3. To describe how and why archaeology is central to our understanding of Qatar’s past.
Introduction to Archaeology

This digital storybook takes readers on a discovery journey through the world of archaeology in desert environments.

Slide 1 – Title page:

- The Crowded Desert project is a UCL Qatar research project.
- This book has been developed based on research conducted by members of the Crowded Desert project.

Slide 2 – Meet the characters

- Introduce the students to the main characters.

Slide 3 – Map of Qatar

- Introduce students to the map of Qatar.
- Highlight the four key cities: Doha, Al Khor, Al Wakra and Dukhan.
- The boxed area represents the north-west of Qatar, where the project is located.

Slide 4 – Introduction

- The characters are sitting in a traditional Qatari tent; the decorative pattern on the tent is called sadu. (Sadu can be further explored at the National Museum of Qatar, Gallery 3.)
- Many Qatari families still enjoy their weekends in the desert; they typically own land and herds of animals such as goats and camels.
- Ask students: What is a nomadic tribe? How did they live? What did they do? Are all tribes the same in the Middle East?

Slide 5 – An archaeological site

- The area that is being dug is called an excavation site.
- Ask students what they might think an archaeologist is?

Slide 6

- Talk about the different tools archaeologists use. Ask students how they think these tools are used. An example would be a brush or a small trowel, used to delicately remove sand from objects that have been excavated. These objects are artefacts and are very fragile after being buried for tens or hundreds of years.
Slide 7

- Before archaeologists dig a site, they have to conduct research. As part of their research, they look at historical and modern aerial photography, studying images taken from above. By using this method they can see outlines of buildings that have been demolished or buried.
- Archaeologists also survey the area and physically examine the site, usually on foot, for ceramics or other artefacts that may be on the surface.
- Ask students what they think archaeologist dig for, see if they say dinosaurs! Explain the difference between an archaeologist and a palaeontologist.

Slide 8

- Archaeologists not only dig and remove objects from the ground: they also record exactly where the object was found. This helps other archaeologists and researchers understand how that object may have been used.
- Ask students what different objects they think you might find as you dig.

Slide 9

- Stratigraphy is the study of the layers (strata) of sediments, soils and material culture (the objects and architecture that relate to people specifically) at an archaeological site. It helps archaeologists to date the site along with the objects that are found at each level.
- Put together a box of objects from the souq (such as bracelets, small bottles and ceramic bowls) and create a classroom object-handling collections (a collection of objects that can be handled in the classroom as if they were artefacts).
- Ask students to tell the story of an individual object in that box.
Slide 10

- Once objects have been excavated, they are carefully washed and labelled by conservators. Experts in the field then study them and write about the objects in their reports.
- They are then sent to museums where they are stored or put on display.
- Ask your local museum how they store their objects and how research is conducted on those objects.

Slide 11

- Sharing people’s stories is important to researchers; through these stories, we can help museums and academics achieve a better understanding of the narrative. Ask the students to put together an oral history of their own by interviewing a family member or someone unknown to them.

Slide 12

- Ask students why it is important to follow the rules at historical sites.
### Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td><strong>Archaeology</strong></td>
<td>The scientific excavation and study of ancient human material remains. An archaeologist is someone who studies these remains.</td>
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<tr>
<td><strong>Nomadic tribe</strong></td>
<td>A group of people who travel from place to place. They are mostly connected by kinship.</td>
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<tr>
<td><strong>Archaeological site</strong></td>
<td>A place where human material remains have been found; an area of human activity represented by material culture.</td>
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<tr>
<td><strong>Excavation</strong></td>
<td>The digging up and recording of archaeological sites, including uncovering and recording the origin, context and three-dimensional location of archaeological finds. An excavation site is the area in which archeological objects have been found.</td>
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<tr>
<td><strong>Artefacts</strong></td>
<td>Portable objects manufactured, modified or used by humans.</td>
</tr>
<tr>
<td><strong>Stratigraphy</strong></td>
<td>The study of the layers (strata) of sediments, soils and material culture at an archaeological site (also used in geology for the study of geological layers).</td>
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<tr>
<td><strong>Conservator</strong></td>
<td>A person responsible for the repair and preservation of cultural things, such as buildings or works of art.</td>
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<tr>
<td><strong>Museum</strong></td>
<td>A building in which objects of historical, scientific, artistic or cultural interest are stored and exhibited.</td>
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<tr>
<td><strong>Aerial photography</strong></td>
<td>The various techniques used to take photographs from the air of natural or cultural features using balloons, aeroplanes, satellites and other sources to study the features in their entirety from a top-down (bird’s-eye) view.</td>
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