

# LESSON 1

How did  
prehistoric peoples  
interact in Asia?

<b>Subject</b>	History/Social Studies
<b>Topic</b>	How did prehistoric peoples interact in Asia?
<b>Level</b>	Lower secondary
<b>Key idea</b>	During prehistoric times, cultures in Southeast Asia developed in very similar ways. Archeology and the study of grave goods help understand what was important for people.
<b>Key concepts</b>	Prehistory Grave goods Archeology
<b>No. of periods/lessons</b>	1 period (1 period is approximately 50 minutes)
<b>Facilities needed</b>	Sources and handouts for distribution
<b>Prerequisite knowledge</b>	No prerequisite knowledge is required.

### Learning objectives

By the end of the lesson, the students will be able to:

KNOWLEDGE	SKILLS	ATTITUDES
<ol style="list-style-type: none"> <li>1. Demonstrate awareness about prehistoric grave goods and what they signify about their communities.</li> <li>2. Identify how communities were not isolated, and how Southeast Asian cultures interacted in prehistory through exchange, in order to meet their needs – and how we do this today.</li> </ol>	<ol style="list-style-type: none"> <li>1. Practice analysing photos showing archaeological sites, like graves with valuable materials.</li> <li>2. Use maps to re-imagine prehistoric trade patterns.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop empathy for people in history by comparing their own valued possessions and their cultural rituals surrounding death to those of ancient people.</li> <li>2. Appreciate the interdependence of cultures throughout Asia.</li> </ol>

Section	Lesson Development	Resources and Notes	Rationale
<p>Introduction [10 minutes]</p>	<p><b>1. Pre-teach</b></p> <p>1.1 The <b>day before</b> this lesson is taught, instruct students to bring in their most prized possession – something valuable and important to them. Some examples can be an item of clothing, or jewelry.</p> <p><b>2. Hook activity: Bring in your prized possessions</b></p> <p>2.1 Put students in pairs.</p> <p>2.2 Students explain to each other why this possession is important to them, and what it means to them.</p> <p>2.3 Choose a few students to briefly present their possessions to class.</p> <ul style="list-style-type: none"> <li>• What is it? (its name, function, etc.)</li> <li>• What is it made from? What materials?</li> <li>• Where does it come from? Probably, some of those objects will have been made inside the students’ country – for instance, a handmade object passed down from a grandparent or a jersey from a national sports team. Some things will have been made outside the country – for example, a toy made in China; a book printed in the USA; or a piece of clothing made in another Southeast Asian country.</li> </ul> <p>2.4 Ask students what this tells us about how we get the things we value, and what relationships we have with other societies.</p>	<ul style="list-style-type: none"> <li>• Resources students bring in (assigned as homework)</li> </ul>	<p>This activity introduces the topic of the lesson – how we get what we need through interactions and exchange – while allowing students to creatively represent their interests.</p>
<p>Development [30 minutes]</p>	<p><b>3. Teacher talk (5 mins)</b></p> <ul style="list-style-type: none"> <li>• Just as we collect objects that have special value to us, ancient people did, too.</li> <li>• Ask the class: what objects do you think had value to ancient peoples?</li> <li>• One way archaeologists study objects ancient people valued is by examining their graves. The ‘grave goods’ buried with them can provide important historical evidence about a person’s position in the community, what was important to them, how cultures interacted, and trade.</li> <li>• Today you will study ‘grave goods’ from prehistoric times, which was about 1500 BCE to 200 CE in Southeast Asia.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher’s note 1: Looking at grave goods</li> </ul>	<p>This short introduction gives students the information they need to analyse the photos of burial sites, and to identify what was important to ancient communities.</p>

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	<p><b>4. Group work: Analysis of burial sites</b> (10 mins)</p> <p>4.1 Divide students into pairs.</p> <p>4.2 Distribute the photos in Source 1 of a grave site, with a body and goods buried with it.</p> <p>4.3 Students look at the photo and identify what things are buried with the person.</p> <p>4.4 Elicit answers from students.</p> <p>4.5 Ask: What kind of person was this? Why do they think these things were buried with this person? What materials did they need to make these things? Where did they get these materials?</p> <p><b>5. Group work: Mapping activity</b> (15 minutes)</p> <p>5.1 Organize students into five small groups: A, B, C, D, and E. They live in ancient villages.</p> <p>5.2 Hand out maps - Source 2. (Tip: <i>Teachers can arrange students like the map, spread out, with chairs representing mountains between them, tables representing rivers, etc. Act it out.</i>)</p> <p>5.3 Ask: What resources do you see on the map? Elicit all five: <i>gold, copper, tin, pottery, salt.</i></p> <p>5.4 Ask: Why do you need each of these? Elicit answers.</p> <ul style="list-style-type: none"> <li>• <i>Gold – to exchange for other things, to make jewelry</i></li> <li>• <i>Tin – weapons, tools</i></li> <li>• <i>Copper – weapons, tools</i></li> <li>• <i>Tin and copper – to make bronze, which is stronger than tin or copper alone</i></li> <li>• <i>Pottery – to keep food and water</i></li> <li>• <i>Salt – to preserve food, to add to food</i></li> </ul> <p>5.5 Point out that one important material found in graves is bronze. Bronze is a metal that is made of copper and tin. It is harder and stronger than either metal alone, and it is easier to shape than stone. Some historians believe that Chinese traders taught Southeast Asian people the process for making bronze. But there are only certain places in Southeast Asia where copper and tin can be mined.</p> <p>5.6 Ask: Which of these resources do you have near your community / your ancient village? Which are far from your community? <i>Elicit: These are the ones you need.</i></p> <p>5.7 Using your map, draw a route to get to another community or communities that have what you need. How will you get there? What challenges will you have? (<b>Note:</b> Pay attention to mountains, river, distance, etc.) What will you exchange with them?</p>	<ul style="list-style-type: none"> <li>• Source 1: Analysis of burial sites: Ban Chiang, Thailand</li> <li>• Source 2: Map</li> </ul>	<p>The analysis of the grave site and the goods found there allows students to begin thinking about community interaction and exchange, in order to meet needs.</p> <p>Students are able to problem-solve in order to meet their needs for their 'communities', and imagine what the needs and challenges were in the past. Students see how people in ancient times interacted with other people to get what they needed and problem-solve in order to do this for their community.</p>

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	<p><b>6. Reflection on mapping</b></p> <p>6.1 Discuss in class</p> <ul style="list-style-type: none"> <li>Do we do this kind of exchange today? How is it similar, and how is it different?</li> <li>With what materials and resources do we exchange? What do we share with other countries in Southeast Asia and the world? What do they share with us?</li> <li>When you exchange materials and resources, what else gets exchanged? (<i>Tip: Elicit from the students the fact that ideas also get exchanged in this process.</i>)</li> </ul>		
<p>Closure [10 minutes]</p>	<p><b>7. Looking at a map of Southeast Asia</b></p> <p>7.1 Show the map (Source 3).</p> <p>7.2 Ask the class:</p> <ul style="list-style-type: none"> <li>What resources are there? What is each one used for? (<i>Point out that tin + copper = bronze, which people wanted, because of its strength as a material.</i>)</li> <li>Access: What resources are near where we live? What resources are far from us? Where would we go to get them? What challenges would we have in getting these resources? (<i>Elicit: mountains, water, distance, etc.</i>)</li> <li>What's missing from this map? (<i>Elicit: Borders.</i>) Why? (<i>Elicit: Because there were not the same countries we have today.</i>)</li> </ul> <p>7.3 Highlight this point: During prehistoric times, cultures in Southeast Asia developed in very similar ways.</p>	<ul style="list-style-type: none"> <li>Source 3: Map</li> </ul>	<p>These questions allow students to make connections between past practices of exchange and the present, and the implications these exchanges have on our lives.</p>
<p><b>Assessment</b></p> <p>The teacher can assess whether students have met the lesson objectives by looking at how they problem-solved using the mapping exercise and whether they were able to apply what they learned in the first mapping exercise when they looked at the real map of Southeast Asia and discussed resource distribution and exchange.</p>			

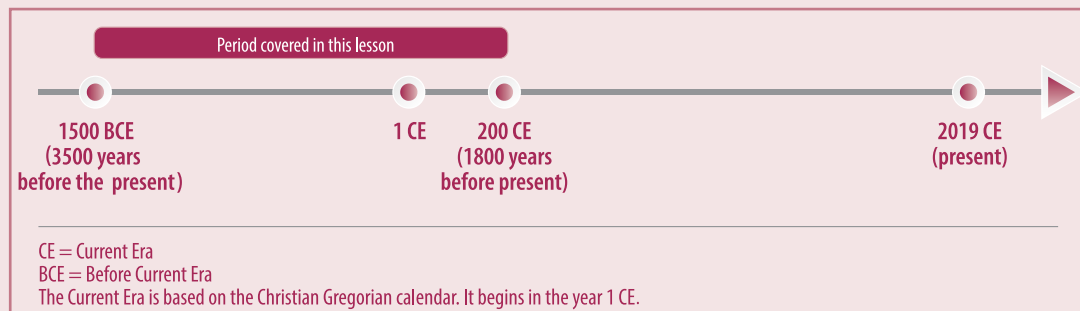
## Teacher's note, sources and handouts

### Glossary

**Prehistoric:** Describing a time before there was written material. (*Noun: prehistory*).

**Archaeologist:** A person who studies ancient objects to understand the past.

**Grave goods:** Objects that are placed together with a body in a grave.

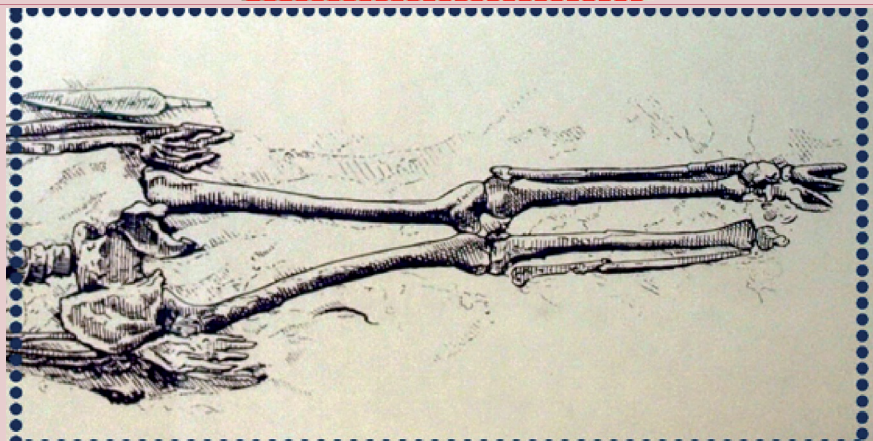
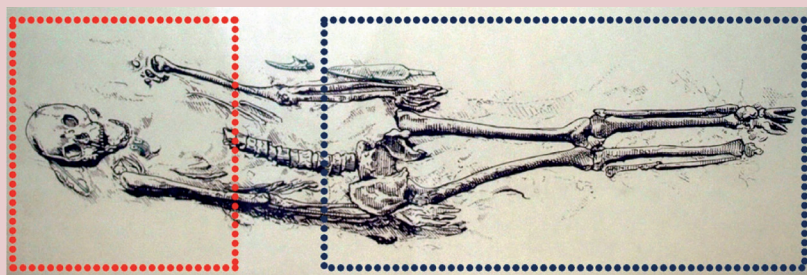


### Teacher's note: Looking at grave goods

- Just as we collect objects that have special value to us, ancient people also did so. Ask the class: what objects do you think had value to ancient peoples?
- One way that archaeologists study objects ancient people valued is by examining their graves. The 'grave goods' buried with them can provide important historical evidence about a person's position in the community, what was important to them, how cultures interacted, and trade.
- Today you will study 'grave goods' from prehistoric times, which was about 1500 BCE to 200 CE in Southeast Asia.

## Source 1: Analysis of burial sites: Ban Chiang, Thailand

Look at the drawings from burial sites below. Remains of the bodies were found alongside valuable goods. Identify those goods – what do you see buried with them? What does this tell you about the person, their culture, and what materials they needed?

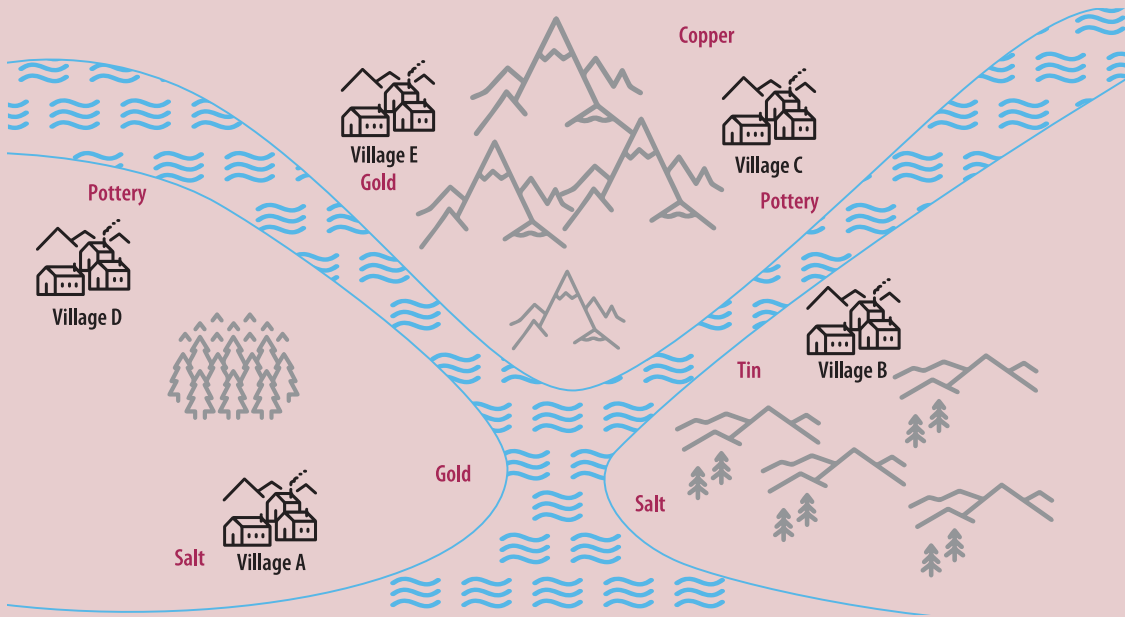


**Source:**

Ban Chiang Museum, Thailand.

## Source 2: Map

Identify your village: A, B, C, D or E. What resources are near you? What resources are far away? Why do you need these resources? What are they used for? Plan a route to get to these resources, and identify which community you will exchange with. Is it easy or difficult compared to the other communities? Describe the challenges and benefits that you have where you are.

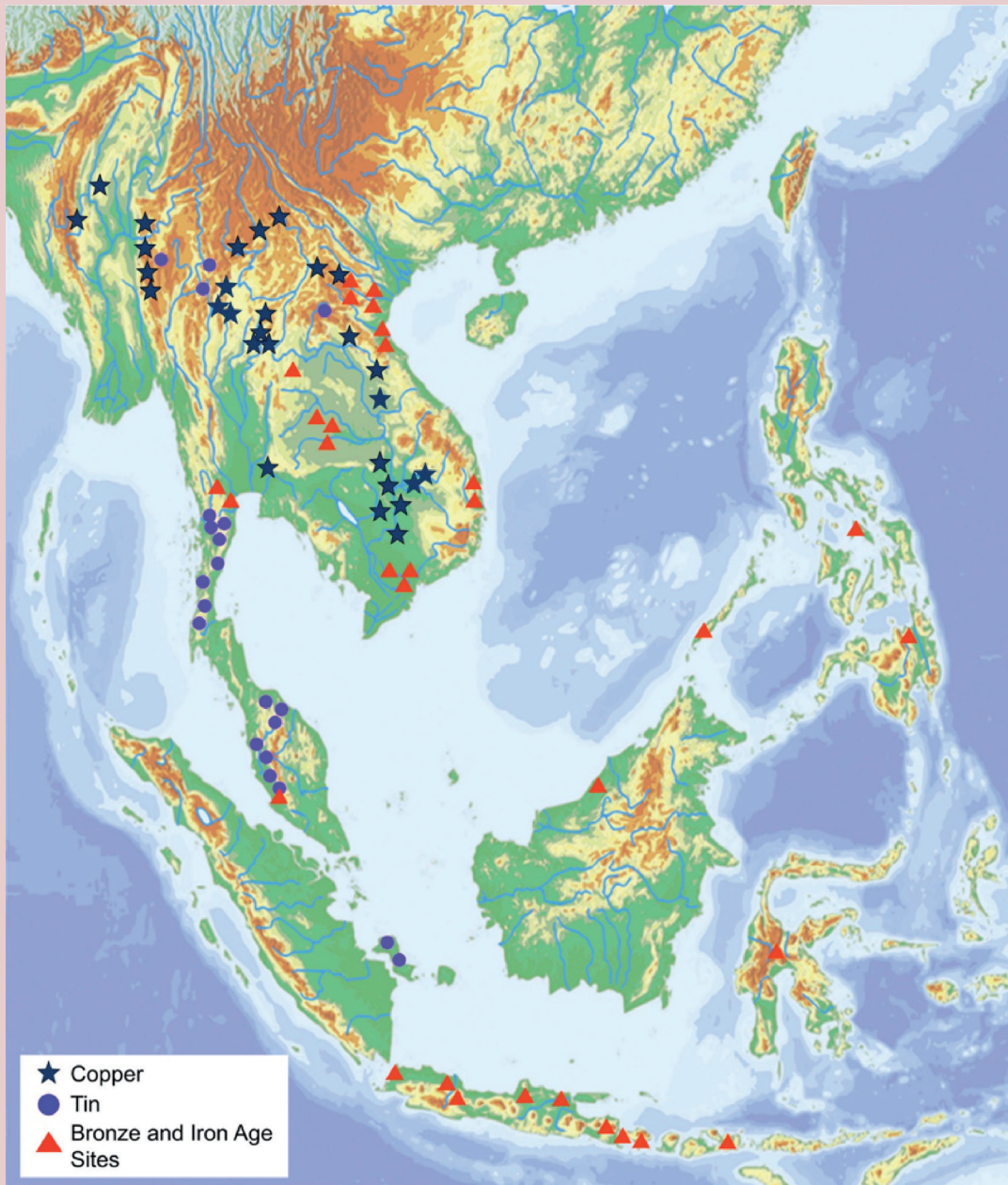


**Source:**  
UNESCO.



### Source 3: Map

This map shows the source locations (mines) of tin and copper, used to make bronze, which was very valuable in prehistoric times. Identify where you live. What resources are near you? What resources are far away? Why do you need these resources? How would you get to these resources? Plan a route. Who would you be exchanging with? Is it easy or difficult for your community, compared to the other communities? Describe the challenges and benefits that you have where you are.



**Source:**

Baseline map: Don-kun. 2010. Southeast Asia Topographic Map. [commons.wikimedia.org/wiki/File:South\\_east\\_asia\\_topographic\\_map.svg](https://commons.wikimedia.org/wiki/File:South_east_asia_topographic_map.svg)

Additional information: Zaini, Shah Alam. 2016.