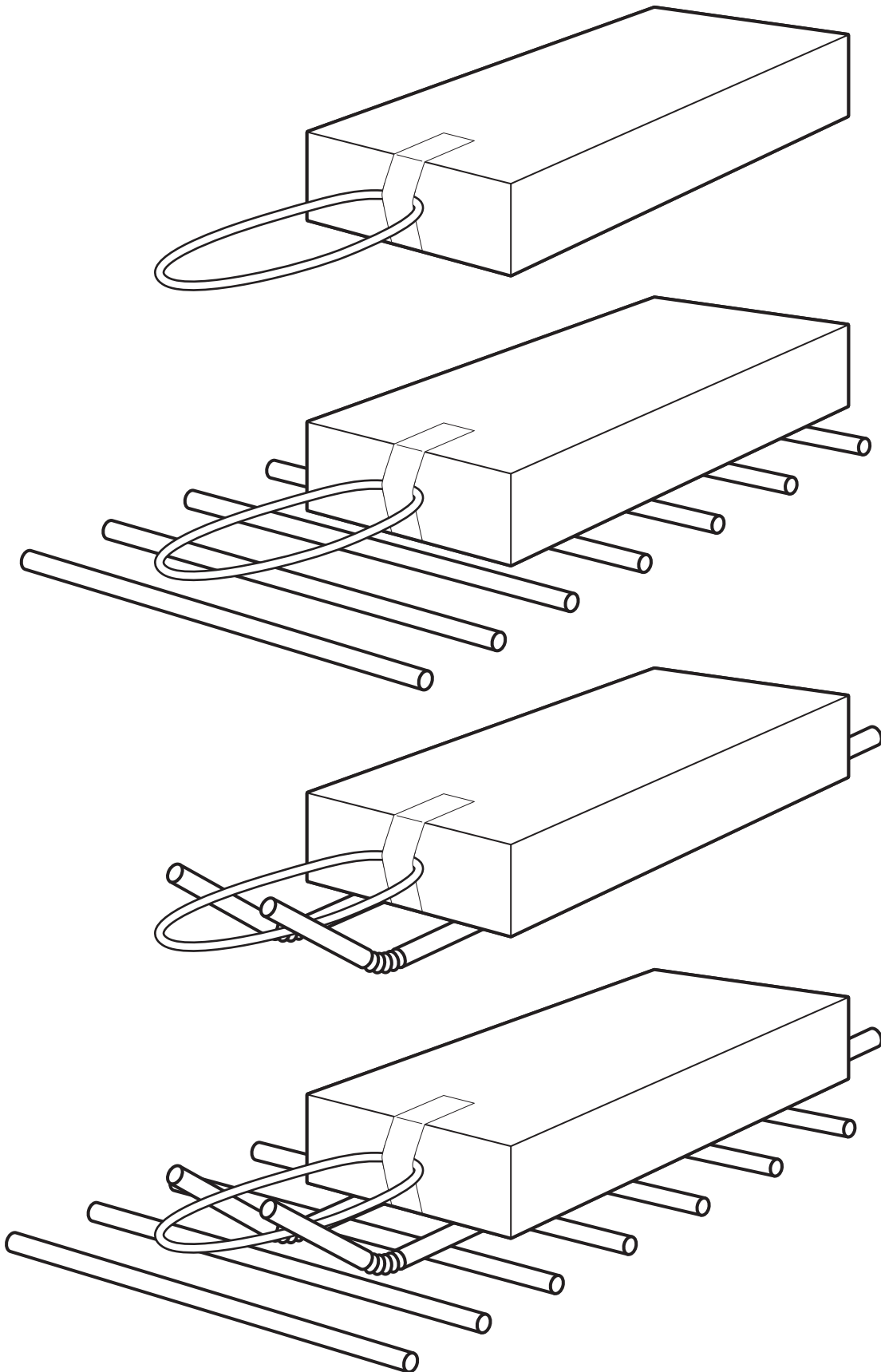


# Moving stones



## Moving stones

### Objectives

- To explore ways in which Stone Age people may have moved large stones over land.
- To make careful observations when making comparisons.

### Cross-curricular links

#### Science

##### Sc1

**1a** It is important to test ideas using evidence from observations.

**2e** Use simple equipment and materials appropriately and take action to control risks.

**2j** Use observations to draw conclusions.

##### Sc4

**2c** About friction as a force that slows moving objects and may prevent objects from starting to move.

### Resources

You will need pictures of stone circles and Stonehenge. A selection of books of different thicknesses to rest on the wooden block. Try the experiment before the children and find out which books are not so heavy as to make the elastic band come loose.

Each child or group will need a copy of worksheet 15 (page 62), a wooden block, access to the books, an elastic band, sticky paper, straws, plus two straws with bendy ends.

### Starter

Show the pictures of the large stone monuments. Say that archaeologists are not sure what was the purpose of the monuments but it could be connected with the spirits of the dead and may also be used to tell the time of year by the way the Sun shone on the stones. Tell the children that what is certain is that the stones were moved long distances over land and that large numbers of people must have pulled them. The way the stones were prepared before pulling may have helped them to move along.

### Main activities

1. Issue the worksheet and go through the four activities. Emphasise that the activity is about modelling what may have happened and that the wood block represents a large stone and the straws represent tree trunks or very thick straight branches. The person pulling the block represents a large number of people who would have had to pull the real thing.
2. In the first activity the children should firmly stick the elastic band to the wooden block. If when they pull the block they detect very little stretching in the elastic band, let them select a book which allows some stretching but does not unstick the elastic band.
3. In the second activity the children should mount the block (and book) on four straws and put another four or more straws in front of it. They should then pull and compare the stretchiness of the elastic band and compare how hard they had to pull in activities 1 and 2.
4. In the third activity the children should stick two bendy straws to the underside of the block to make a sled. They can then drag the block (and book) and make more comparisons.
5. In the fourth activity they can mount the sled on the straws as in the second activity and make more comparisons.
6. The children should write a short report of their findings.

### Plenary

The children could then read out their reports. They may find that the greatest effort was needed to pull the block on its own, less effort was needed using the sled, even less effort when using the rollers and least effort when the sled was used on the rollers. These findings could be checked by you demonstrating the use of a force meter instead of an elastic band.

### Outcomes

The children can:

- Make careful observations.
- Draw conclusions from their findings.
- Speculate on how Stone Age people moved large stones.