

EXAMPLE FOR 7TH GRADE- HESPRIHOLMEN

Learning Objectives – Science (Natural Sciences):

- “Explain how the geological cycle, plate tectonics, and external forces shape and change different landscapes.”
- “Explore and describe structures and properties of the Earth and its interior, and use this to explain natural phenomena and natural disasters.”

Learning Objectives – Social Studies:

- “Explore how people in the past made a living and discuss how key changes in livelihoods and technology have influenced and still influence demographics, living conditions, and settlement patterns.”

Based on these objectives for 7th grade, we suggest using Hespriholmen as a thematic focus, connected to tools/food, settlement patterns, migration, landscape, and diabase geology. Due to its remote location, the teaching must take place in the classroom.

Duration: 3 x 45 minutes

Method: Dialogue-based teaching in the classroom (Socratic dialogue, reflection, group work)

Overall Learning Goals for the students:

- Understand the importance of Hespriholmen as a tool source over 6,000 years.
- Understand how Hespriholmen and its geology influenced people and culture in Western Norway during the Norwegian Stone Age.
- Understand sea level changes over the last 11,000 years.
- Understand migration patterns to Western Norway.
- Reflect on the relationship between natural resources, settlement, and cultural development.
- Reflect on daily life in the Stone Age and the practice of stone quarrying.
- Identify with Stone Age people.
- Practice dialogue, wonder, argumentation, and collaboration.

Lesson 1 – Where is Hespriholmen, and what is greenstone?

Focus: Geography and geology – landscape, greenstone, and diabase

Activities:

1. Images and maps.

The teacher shows Hespriholmen on a map/photos, artifacts and/or drawings/photos of axes, and DNA-based illustrations of Stone Age people in Scandinavia.

2. Whole-class discussion:

- How did the Stone Age people find Hespriholmen?
- Why is Hespriholmen unchanged since the time of the quarrying?

3. Mini-lecture from the teacher + film clips/photos:

- What is greenstone/diabase?
- How was it formed? (Plate tectonics, Iapetus Ocean, geological cycle)

4. Dialogue questions:

- How do Earth's internal and external forces shape the landscape?
- Greenstone is found in many places. Why do you think they chose the stone from Hespriholmen?
- How do you think they discovered this resource?

5. Student activity:

Students draw a “landscape map” of Hespriholmen, marking quarry sites, processing areas, and landing spots.

Lesson 2 – The people and the stone: Who came here, when, from where, why?

Focus: End of the Ice Age and its causes, migration, culture, and resource utilization in the Stone Age.

Activities:

1. **Storytelling by the teacher:**

Three different groups of people arrived at our coast after the Ice Age – why did they come, and where from? How did they extract the stone? Where was it processed into finished axes?

2. **Socratic group dialogues:**

- Who were the people who came to Hespriholmen?
- How did they discover the stone was useful?
- What knowledge and materials did they need to make axes?
- What was life like in Sokkamyro (the inland workshop site)?

3. **Hypothesis workshop:**

Students create their own hypotheses about why Hespriholmen was used:

- Did rituals and religion play a role in the quarrying?
- What made this stone so valuable?
- Did people meet here every summer? Where did they come from?
- Were the axes traded?
- What can we infer from the fact that axes are the main artifacts in excavated Stone Age settlements along the coast between Lista and the Sognefjord?

4. **Whole-class discussion:**

Share and reflect on the hypotheses.

5. **Student activity:**

Write a short diary entry from the perspective of a Stone Age person involved in stone quarrying at Hespriholmen and processing at Sokkamyro. Was there division of labor?

Lesson 3 – What does this history mean for us today?

Focus: Cultural heritage, science, and modern reflection

Activities:

1. Teacher presentation:

The teacher tells about the use of the axes in historical times (e.g. “thunder wedges”) and the farmer who brought the axes to Bergen Museum for analysis. How were they made?

2. Discussion on science and cultural heritage:

- What can we learn from the axes?
- What can we learn from the farmer Johan Vespestad?
- How did scientists find out that sea levels were different in the past, and how have they changed?
- What caused the sea level changes, and what were the consequences?
- Why should we preserve places like Hespriholmen?

3. Role-play / group work:

Students take on different roles (archaeologist, local politician, student, tourist, environmentalist) and discuss the question:

“Should we build a trail and install an information sign on Hespriholmen?”

4. Whole-class reflection:

- What makes a place valuable?
- Why is it important to understand the past to make good decisions today?

5. Student activity:

Group work: Create a poster titled:

“Hespriholmen – A Treasure from the Stone Age”

Content: pictures, facts, hypotheses, and reflections.

Resources:

- GEOSITE tools at www.geosite.no
- Photos and maps of Hespriholmen and its landscape
- Films from Hespriholmen (YouTube)
- Drawings / posters by Tom Björklund