

LESSON PLAN

A HISTORY OF IRELAND IN 100 OBJECTS, A SELECTION 5TH & 6TH CLASS LESSON PLAN

Mesolithic Fish Trap c.5000BC



Where to see this object

National Museum of Ireland –
Archaeology, Kildare Street, Dublin 2
[Click here to find out more](#)

Book a class trip to the museum

[Click here to find out more](#)

CURRICULUM LINKS

History

Strand: Story
Strand Unit: Stories from the lives of people in the past
Strand: Early people and ancient societies
Strand Unit: Stone Age peoples

English

Strands: Oral language; writing
Strand Unit: Emotional and imaginative development through language

Science

Strand: Environmental awareness and care
Strand Unit: Science and the environment

Geography

Strand: Natural environments
Strand Unit: Land, rivers and seas of Ireland; rocks and soils

Visual Arts

Strand: Construction
Strand Units: Making constructions; looking and responding

Drama

Strand: Drama to explore feelings, knowledge and ideas, leading to understanding
Strand Unit: Co-operating and communicating in making drama

RESOURCES

- Access to class computers
- Useful websites: [Raised bog restoration](#)

OBJECTIVES

- To begin to work as a historian.
- To approach the object from an evidence-based viewpoint.
- To discuss the relevance and importance of the fish traps.
- To empathise with the people who built them.
- To appreciate the role museums play in conservation.
- To appreciate the importance of bogland.
- To recognise the connections between life at the time the fish traps were made and life now.

ASSESSMENT

Activity- worksheet
Creative writing
Drama

DIFFERENTIATION

Activity -worksheet
Visual Arts
Drama

LESSON

- Display image of Mesolithic fish trap.

Discussion A (speculation)

- What do you think this is?
- What do you think it was used for?
- How old do you think this is?

Read story of the Mesolithic fish trap

It is recommended that children listen without seeing text on screen, which they can access at a later time.

Discussion B

- How old are the fish traps?
- What kind of people used them?
- How did they live?
- How did the traps work?
- Why did the fish traps stay preserved for so long?
- How were they discovered?
- How do you think the archaeologists felt when they found the fish traps?
- What do you think was the first thing they did?
- If you were one of the owners of the fish traps and you somehow found out that your fish trap would be discovered by people 7,000 years in the future, what would you say? What would you do? (Maybe you wouldn't do anything?)

Activity – worksheets

Assessment

Differentiation

- Working with a partner or in a group.
- Each pair/group is given a worksheet.

Conservation	<u>Background information to complete the worksheet</u>
Bogs	<u>Background information to complete the worksheet</u>
- Groups/pairs report back to class.

EXTENSION EXERCISES

Creative writing

Assessment

- If you were the fish trap, lying under the ground for thousands of years, write about how you felt, what you heard, what was happening above you ...
- Write your own version of how the fish trap ended up being abandoned in the lake – it could actually be true, because we'll never know!
- Write an ode to the fish traps (a poem all about the fish traps).

Visual arts

Differentiation

- Design your own fish trap! You don't have to use Stone Age materials. You can use anything at all!

Drama – hot seating

Assessment

Differentiation

- Let's pretend! Four pupils become the fish traps and sit in the 'hot seat'. The other pupils question them about their experiences, feelings, etc. Examples:
 - So, you were under the ground for 7,000 years. I'm guessing you couldn't actually see anything, but what about noises or voices or sounds from above?
 - What was it like lying there in the bog for so long?
 - Did you get bored?
 - How did you pass the time?

Objects from pupils

- Ask pupils to bring in objects that are significant in their own family history.
 - A. Video the pupils talking about their object.
 - B. Create a photostory with the pupils' objects. Below are links to explanations of photostory and blogging. Pupils speak over image of themselves with object. Cut to next pupil and object. Presentation includes all pupils in class.

Professional Development Service for Teachers

[How to use photostory](#)

[How to blog your photostory](#)

- A or B is put up on school website.

Local history

- Is there an object of interest in the school's locality?