

LESSON PLAN

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

Reclining Buddha, Late-19th Century



Where to see this object

National Museum of Ireland –
Decorative Arts and History,
Collins Barracks, Benburb Street,
Dublin 7

[Click here to find out more](#)

Book a class trip to the museum

[Click here to find out more](#)

There may be pupils in the class for whom emigration is a very real and emotive issue.
All activities /discussions should take place at the teacher's discretion.

CURRICULUM LINKS

History

Strand Unit: Stories from the lives of people in the past
Strand: Life, society, work and culture in the past
Strand Unit: Life in the nineteenth century

English

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

SPHE

Strand: Myself and the wider world
Strand Unit: Developing citizenship

Drama

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

RESOURCES

- Pencils, pens, atlases.

[Scoilnet maps website](#) has a tutorial on how to view world maps and a link to a world map.

OBJECTIVES

- To begin to work as a historian.
- To approach the object from an evidence-based viewpoint.
- To appreciate the aesthetic beauty of the Reclining Buddha.
- To recognise the role Irish people played in the British Empire.
- To empathise with the people who lived during that time.
- To recognise the connections between life at that time and life now.

ASSESSMENT

Drama
Creative writing

DIFFERENTIATION

Drama

LESSON

- Display picture of Reclining Buddha.

Discussion A (speculation)

- What do you think this is?
- Does it remind you of anything/make you think of anything?
- How old do you think this is?

Read story of Reclining Buddha

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

Discussion B

- Who is this?
- What do many Buddhists believe happens to you when you die?
- Where was this Buddha made?
- What is it made of?
- How did it end up in an Irish museum?
- What kind of jobs did Irish people have when working for the British Empire?
- Why do you think Irish people applied for jobs in the British army?
- How do you think the people in Burma who lived beside the Reclining Buddha felt about it being stolen and taken back to Ireland?

Activity – map

- Working with a partner or in a group.
- Find Burma (also known as Myanmar) on a map.

[Scoilnet maps website](#) (for a world map and a tutorial on how to use).

Activity – worksheet

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

- Answers to worksheet questions:
 1. True.
 2. 2,500 years old
 3. India.
 4. Meat.
 5. Wesak: Full moon in May, marking Buddha's birthday and for some his enlightenment and death.
 6. Meditation.
 7. Over 376 million
 8. Almost 9,000 (CSO: 8,703).
 9. Aung San Suu Kyi.
- Groups/pairs report back to class.

EXTENSION EXERCISES

Creative writing

Assessment

- Letter: You live beside the Reclining Buddha in Burma. You sense that some in the British army are very interested in the Buddha. They ask a lot of questions. One morning, you go to visit the Buddha and it's no longer there! Write a letter to your friend, telling her/him what has happened.

Drama – hot seating

Assessment

Differentiation

- A pupil is designated the role of Sir Charles Fitzgerald. (Both girls and boys should have the opportunity to play the role.) They sit in the 'hot seat'. The other pupils question them about why they stole the Reclining Buddha, how they got it out of the country, if they have any regrets, etc.

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?