

LESSON PLAN

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

Flint Macehead c.3300-2800BC



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

Geography

Strand: Natural environments
Strand Unit: Planet earth in space

Drama

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

RESOURCES

- Scissors, access to class computers.

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 macehead.
- To begin to appreciate the vastness of space.
- To recognise the sun's influence in our yearly calendar.
- To empathise with the people who lived during that time.
- To recognise the connections between life at that time and life now.

ASSESSMENT

Activity- worksheet
Creative writing
Drama

DIFFERENTIATION

Activity -worksheet
Drama

LESSON

- Display image of Flint macehead.

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 Flint macehead

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

Discussion B

- What is a macehead?
- What is this macehead made of?
- What kind of stone is that?
- Why is this macehead so special?
- What is a passage tomb?
- Can you name another passage tomb? (Newgrange; Lough Crew; Dowth etc.)
- What do you know about these passage tombs?
- If you were to design a passage tomb, which part of the sky would you like it to face?

Activity – worksheets

Assessment

Differentiation

- Working individually or in pairs, pupils cut out boxes and join up sentences.
- Pupils report back to class.

EXTENSION EXERCISES

Creative writing

Assessment

- Diary entry: You live during the Stone Age period close to Knowth. During one special ceremony, you get to see the macehead. Write a diary entry for that day.

Drama – hot seating

Assessment

Differentiation

- A pupil is designated the role of maker of the macehead. They sit in the ‘hot seat’. The other pupils question them about how they got the job, what tools they used, how long it took etc.
- A pupil is designated the role of someone in Spain, who lives beside a passage tomb during the Stone Age, and knows all about the Knowth macehead. The other pupils question them about how they know, what they know etc.

Drama – freeze frame

Assessment

Differentiation

- Divide the class into groups. Each group depicts one of the following scenes:
 - Group who travel to Knowth to see the macehead for themselves.
 - Group whose job it is to remove the macehead from the passage tomb for special ceremonies.
- Each group must create a freeze frame (still image) to depict these moments.
- Individuals are tapped on the shoulder and brought to life to explain what is happening how they feel 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?