

LESSON PLAN

A HISTORY OF IRELAND IN 100 OBJECTS, A SELECTION

5TH & 6TH CLASS LESSON PLAN

Tara Torcs c.1200BC



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

Drama

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

RESOURCES

- Pencils/pens, copies.

OBJECTIVES

- To begin to work as a historian.
- To view the objects from an evidence-based approach.
- To appreciate the technical brilliance of the torcs.
- To become aware of their possible significance and symbolism.
- To empathise with the people who wore the torcs and those who witnessed the torcs being worn.
- To recognise the connections between life at that time and life now.

ASSESSMENT

Activity- worksheet
Creative writing

DIFFERENTIATION

Activity - worksheets
Drama

LESSON

- Display image of Tara Torcs.

Discussion A (speculation)

- What do think these objects are?
- How were they used?
- How old do you think they are?
- What are they made of?

Read story of the Tara Torcs

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

Discussion B

- What are torcs?
- When were these torcs made?
- What kind of people wore these torcs?
- When were they worn?
- Why were they worn?
- If you lived at that time, what would you have done if you saw someone wearing these torcs?
- If you lived at that time, would you have liked to have worn these torcs? Why/why not?

Activity – worksheets

Assessment

Differentiation

- Working with a partner or in a group.
- Each pair or group is given one of the following worksheets.

Answers to worksheet questions:

- Gold A (differentiated)
 1. rare
 2. Gold Rush
 3. National Museum of Ireland
- Gold B
 1. Au
 2. rocks, river sand
 3. panning
- Groups/pairs report back to the class.

EXTENSION EXERCISES

Creative writing

Assessment

- You live in Tara in 1200BC. You own one of the torcs and today you are wearing it for a very special occasion. Describe your day – dressing up, getting ready, walking outside etc.
- You live in Tara in 1200BC. You are an ordinary person. Today is a special day – today you will get to see the torcs being worn!

Drama – hot seating

Differentiation

- Let's pretend! One pupil becomes the owner of the torcs. The other pupils are ordinary people, living and working in and around Tara. They question her/him about how this came about, why this came about, how often they wear the torcs, where they keep them, how it makes them feel when they wear them etc.

Drama – freeze frame

Differentiation

- Let's pretend! Four or five pupils become a group of onlookers at Tara when the torcs are worn. The group freezes. Individuals can be brought to life by a tap on the shoulder. They answer questions, describing what they're watching, how they're feeling 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?