

# LESSON PLAN

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

### Emigrant's Teapot, Late-19th to Mid-20th Century



#### Where to see this object

National Museum of Ireland  
– Country Life, Turlough Park,  
Castlebar, Co. Mayo  
[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:** Story  
**Strand Unit:** Stories from the lives of people in the past  
**Strand:** Eras of change and conflict  
**Strand Units:** The Great Famine  
Nineteenth-century Ireland  
Modern Ireland

##### English

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

##### Science

**Strand:** Living things  
**Strand Unit:** Plant and animal life (Tea)

##### SPHE

**Strand:** Myself and the wider world  
**Strand Unit:** Developing citizenship (Work on lifestyle and culture of the Traveller community)

##### 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:  
[Tea](#)  
[Travellers](#)

## OBJECTIVES

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- To begin to work as a historian.
- To approach the object from an evidence-based viewpoint.
- To discuss the relevance and importance of tea and the teapot in Irish life.
- To empathise with those who were forced to emigrate.
- To appreciate the reassurance that the familiar and ordinary can give in unfamiliar and extraordinary surroundings.
- To recognise the connections between life at that time and life now.

## ASSESSMENT

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Drama  
Creative writing

## DIFFERENTIATION

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Activity – worksheet  
Drama

## LESSON

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- Display picture of Emigrant's teapot.

### Discussion A (speculation)

- What do you think this is?
- How old do you think it is?
- Why do you think it's important historically?

### Read story of Emigrant's teapot

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

### Discussion B

- In what way are we world record holders?
- How much tea do we drink?
- Who made this teapot?
- Why is this teapot all about travelling?
- Why did people emigrate during and after the famine?
- Why did people keep on emigrating?
- At one stage, it was genuinely believed that something would happen to Irish people in general. What was that?
- It's thought that people brought their teapot with them because not only did they want to drink tea, but they also wanted to have something familiar and comforting with them in strange surroundings. Do you agree? If so, why?
- Do people still emigrate today? Why?

## Activity – worksheet

### Differentiation

- Working with a partner or in a group.
- Each pair/group is given a worksheet with a section on tea, Travellers and emigration.

Tea

Travellers

- Groups/pairs report back to class.

## Further Information – intercultural education

The Yellow Flag programme, aimed at both primary and second level schools, is sponsored by the Irish Traveller Movement. It promotes the celebration of diversity.

Find out more.

## EXTENSION EXERCISES

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### Creative writing

#### Assessment

- Letter: You are 18 years old and have left Ireland in 1903 to emigrate to America. You are now living in a poor part of New York with other Irish people. Write a letter home to your parents. Include one or more of the following:
  - Description of voyage
  - Description of where you live now
  - Your impression of New York
  - What you miss most about Ireland
- What if ...What if Irish people had actually died out ...
  - What would the country be like now?
  - What about the animals and birds and trees? Would they be better or worse off?

### Drama – hot seating

#### Assessment

#### Differentiation

- A pupil is designated the role of an emigrant in 1903. They sit in the 'hot seat'. The other pupils question them about why they left Ireland, how they left Ireland, where they went, 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?

## Maps

- Class looks up maps of local area around the time of the famine and into the 1900s. Scoilnet maps, see below:

[How to use OSI maps in Scoilnet maps](#) (including historic maps)

[Cross-curricular learning with Scoilnet maps in primary schools](#)

[Scoilnet maps](#)