

LESSON PLAN

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

'Tara' Brooch eighth century



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: Early Christian Ireland

English

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

Visual Arts

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

- Paper, card, pencils, colouring pencils, selection of materials, glue.

OBJECTIVES

- To appreciate the technical brilliance and aesthetic beauty of the 'Tara' brooch.
- To empathise with the people who designed, made and wore the 'Tara' brooch.
- To recognise the connections between life at that time and life now.

ASSESSMENT

Activity - measurement
Creative writing
Drama

DIFFERENTIATION

Activity - visual arts
Drama

LESSON

- Display image of 'Tara' brooch.

Read story of 'Tara' brooch.

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

Discussion

- When was the 'Tara' brooch made?
- Why were brooches made at that time?
- Why is the 'Tara' brooch so special?
- What does it tell us about people at that time?
- Who do you think was the owner of the brooch?
- Would you wear this brooch?

Activity – measurement

Assessment

Pupils take out pencil and/or ruler and, as per story, assess width of 'Tara' brooch. (See paragraph three in the story.)

Activity –visual arts

Differentiation

- Pupils design their own brooch. Drawing materials: Paper, pencils, colouring pencils, crayons, etc.
- Pupils make their own brooch. Construction materials: Selection of materials, card, glue, etc.

EXTENSION EXERCISES

Creative writing

Assessment

- You make jewellery in the 700s. An important person in the community has asked you to write down ideas for a very special brooch. They'll then decide whether or not to proceed. This would be fantastic for you if it came off. Write a one page 'pitch' for the 'Tara' brooch – the whats, whys and hows!

Drama – hot seating

Assessment

Differentiation

- Let's pretend! One pupil becomes the owner and wearer of the 'Tara' brooch. The other pupils question her/him from the perspective of ordinary people at that time. They ask about how this came about, why this came about, how often they wear the brooch, where they keep it, how it makes them feel when they wear it, 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?