

LESSON PLAN

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

Waterford charter roll 1373



Where to see this object

Medieval Museum, Waterford
Museum of Treasures, The Viking
Triangle, Waterford.

[Click here to find out more](#)

Book a class trip to the museum

[Contact the museum](#)

CURRICULUM LINKS

History

Strand:	Story
Strand Unit:	Stories from the lives of people in the past
Strand:	Life, society, work and culture in the past
Strand Unit:	Life in Norman Ireland

Visual Arts

Strand:	Drawing; paint and colour; print; fabric and fibre
Strand Unit:	Making drawings; painting; making prints; creating in fabric and fibre; looking and responding

English

Strand:	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

- Rolls of paper of uniform length.
- Variety of art material – any/all of the following: pencils, charcoal, print, material, paints, fabric, fibre, old magazines etc.

OBJECTIVES

- To discuss the relevance and importance of the Waterford charter roll.
- To empathise with the people who lived during that time.
- To recognise the connections between life at that time and life now.

ASSESSMENT

KWL chart
 Group activity
 Creative writing
 Drama

DIFFERENTIATION

Group activity
 Drama

LESSON

- Pupils make out KWL chart on Normans.
- Display picture of Waterford charter roll.

Read story of Waterford charter roll

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

Discussion

- Why was Waterford an important town?
- Why did Waterford resent New Ross?
- Why did the group from Waterford bring the charter to the king?
- What kind of pictures were on the charter?
- What was so unusual about them?
- How do you think the king felt when he saw the charter?
- How do you think the group from Waterford felt when they saw the king's reaction?
- What do you think they did when they got back home?
- Do you think people have changed a lot since that time?
- Would something like that work now? Why/Why not?

Activity

Assessment

(This activity may need to be spread over a number of lessons.)

- Class is divided into groups. Groups plan, design and make own charter. Planning beforehand with whole class.
- Charter is all about own class.
- All charters are of a certain length (4 m might be too long!)
- Charters include pictures of aspects of class. Examples:
 - view of classroom
 - portrait of teacher/principal
 - picture of all class members
- All pupils are involved in production of pictures on charters. Pictures can be painted, sketched, made from prints, made from collage, etc.
- All charters are presented to the class teacher and/or school principal (and rest of class).
- When presenting charter roll to teacher, all members of group take turns to speak.

Alternatively, charter could be about town/locality.

KWL chart

Assessment

- Pupils complete chart once all work on Waterford charter roll is completed.

EXTENSION EXERCISES

Creative writing

Assessment

- Diary entry: You are Edward III. Write an entry into your diary all about the arrival of the group from Waterford.
- Diary entry: You are a member of the group from Waterford. Write a diary entry for the day you presented the charter to the king.

Drama – hot seating

Assessment

Differentiation

- A pupil is designated the roll of Edward III. They sit in the ‘hot seat’. The other pupils question them about the day they met group from Waterford.

Drama – freeze frame

Assessment

Differentiation

- Divide class into groups and assign each group one of the following scenes:
 1. The group presents the charter to the king
 2. The king talks to the group afterwards.
 3. The group makes its way out of the castle after the presentation.
- 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?