

LESSON PLAN

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

Salamander Pendant c.1588



Where to see this object

National Museums Northern –
Ulster Museum, Belfast
[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: Politics, conflict and society
Strand Units: Sixteenth- and seventeenth-century Ireland

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

- Cards, large sheets of paper, markers/pencils/crayons

OBJECTIVES

- To begin to work as a historian.
- To approach the object from an evidence-based viewpoint.
- To appreciate the role and relevance of the Spanish Armada.
- To gain insight into sixteenth-century life.
- To empathise with those who were shipwrecked.
- To recognise the connections between life at that time and life now.

ASSESSMENT

Concept mapping
Drama
Creative writing

DIFFERENTIATION

Concept mapping
Drama

LESSON

- Display image of Salamander pendant.

Discussion A (speculation)

- What do you think this is?
- How old do you think it is?
- Do you think it's valuable?

Read story of Salamander pendant

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

Discussion B

- What's the difference between a lizard and a salamander?
- Where did this salamander come from?
- Why were salamanders considered to be magical creatures?
- What was the Armada?
- What happened to it?
- What kind of man do you think the owner of the Salamander pendant was?
- Do you think he bought the salamander or was given it as a present?

Activity – concept mapping

Assessment

Differentiation

- Pupils identify key words, e.g. armada, Spain, rubies, gold, west, coast, salamander.
- In pairs or groups, pupils are given cards and a large sheet of paper.
- They write key words on cards and stick cards to sheet.
- Pupils draw lines to make connections between the words and add extra words to make sentences, e.g. The armada came from Spain. The salamander is made of gold and rubies.
- The armada was wrecked off the west coast of Ireland.
- Concept maps are decorated and displayed.

[Click here to access Scoilnet maps website – for a world map and a tutorial on how to use](#)

EXTENSION EXERCISES

Creative writing

Assessment

- You live on the Antrim coast in 1588 and are out walking along the coast. You know about the storm and have heard talk of ships being wrecked on the rocks. You come across the debris of the Girona. Write a diary entry for that day.
- Describe the storm and shipwreck from the salamander's point of view.

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?