

# LESSON PLAN

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

### King William's gauntlets c.1690



#### Where to see this object

National Museum of Ireland –  
Decorative Arts and History,  
Collins Barracks,  
[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 Unit:** Sixteenth- and seventeenth-century Ireland

##### Visual Arts

**Strand:** Drawing  
**Strand Unit:** Making drawings; looking and responding  
**Strand:** Fabric and fibre  
**Strand Unit:** 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

- Variety of art material: Drawing – examples: pencils, paper, charcoal, coloured pencils, crayons.  
Fabric and Fibre – examples: scissors, glue.

#### OBJECTIVES

- To begin to work as a historian.
- To approach the object from an evidence-based viewpoint.
- To become aware of the complexities of the Battle of the Boyne.
- To recognise the competing forces in that battle.

- To recognise the connections between life at that time and life now.
- To empathise with the people who lived during that time.
- 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  
Drama

## LESSON

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- Display image of King William's gauntlets.

### Discussion A (speculation)

- What are these objects?
- They're a special type of gloves – do you know what they're called? (gauntlets)
- How old do you think they are?
- Why do you think they're important historically?

### Read story of King William's gauntlets

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

### Discussion B

- Who did these gauntlets belong to?
- Who did he give them to and why?
- Who was the king that William was fighting against?
- Why were the two kings fighting?
- Why was it complicated?
- Did the Battle of the Boyne settle things?
- Why is the Battle of the Boyne still famous?
- What is the difference between gloves and gauntlets? (Gauntlets generally cover part of the forearm and are associated historically with the military, and in a more contemporary way with contact sports, e.g. fencing. Other contexts, e.g. religious dress, fashion also apply.)
- If you didn't know for sure, would you think these were the gauntlets of a rich or powerful person? Why/Why not?
- Would you wear these gauntlets? Why/Why not?
- How would you feel wearing these gauntlets?

## Activity – visual arts

### Differentiation

Drawing or using fabric and fibre:

- Pupils draw outline of hands.
- They design gauntlets or gloves.
- Designs are compared and discussed.

Further Information: [Battle of the Boyne](#)

## EXTENSION EXERCISES

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### Creative writing

#### Assessment

- Report: You are a clothes manufacturer in England and have been commissioned to design and make gauntlets for William of Orange. Write a letter to a friend describing how you got the job, the design of the gloves etc.

### Drama – hot seating

#### Assessment

#### Differentiation

- A pupil is designated the role of John Dillon, who received the gauntlets as a thank-you from William. They sit in the ‘hot seat’. The other pupils question them about how they got the gauntlets, what they think of the gauntlets, where they’re kept, if they’re ever used, etc.

### Drama – freeze frame

#### Assessment

#### Differentiation

- Divide the class into groups and assign one of the following scenes to each:
  - A group of soldiers on William’s side, exhausted after the battle.
  - A group of soldiers on James’s side, exhausted but attempting to escape after the battle.
- Each group must create a freeze frame (still image) to depict these scenarios.
- Individuals in the freeze frame 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?