

# Module 12

## My Own Place

Learn about the archaeology of your own area

### Curriculum Linkages and Integration

See Teacher Guidelines for additional information



#### INFANT CLASSES

STRAND: Story  
Strand Unit: Stories

STRAND: Myself and my family  
Strand Unit: My family

#### 1st & 2nd CLASSES

STRAND: Story  
Strand Unit: Stories

STRAND: Myself and my family  
Strand Unit: My family  
Strand Unit: When my grandparents were young  
Strand Unit: Feasts and festivals in the past  
Strand Unit: Games in the past

STRAND: Continuity and change  
Strand Unit: Continuity and change in the local environment

#### 3rd & 4th CLASSES

STRAND: Local Studies  
Strand Unit: Buildings, sites and ruins in my locality  
Strand Unit: My locality through the ages  
Strand Unit: Feasts and festivals in the past  
Strand Unit: My family  
Strand Unit: Homes  
Strand Unit: My school  
Strand Unit: Games and pastimes in the past

STRAND: Story  
Strand Unit: Stories from the lives of people in the past  
Strand Unit: Myths and legends

STRAND: Continuity and change over time  
Strand Unit: Food and farming  
Strand Unit: Clothes  
Strand Unit: Homes and Houses  
Strand Unit: Transport  
Strand Unit: Communications  
Strand Unit: Shops and fairs  
Strand Unit: Schools and education  
Strand Unit: Caring for the sick

STRAND: Life, society and culture in the past  
Strand Unit: Life in Norman Ireland  
Strand Unit: Life in mediaeval Ireland  
Strand Unit: Life in the 18th century  
Strand Unit: Life in the 19th century  
Strand Unit: Life during World War 2  
Strand Unit: Life in Ireland since the 1950s

STRAND: Early peoples and ancient societies  
Strand Unit: Stone Age peoples  
Strand Unit: Bronze Age peoples  
Strand Unit: Early Christian Ireland

#### 5th & 6th CLASSES

STRAND: Local Studies  
Strand Unit: Buildings, sites and ruins in my locality  
Strand Unit: My locality through the ages  
Strand Unit: Feasts and festivals in the past  
Strand Unit: Homes  
Strand Unit: Schools  
Strand Unit: Games and pastimes in the past

STRAND: Story  
Strand Unit: Stories from the lives of people in the past  
Strand Unit: Myths and legends

STRAND: Continuity and change over time  
Strand Unit: Food and farming  
Strand Unit: Clothes  
Strand Unit: Homes, housing and urban developments  
Strand Unit: Transport  
Strand Unit: Communications  
Strand Unit: Workshops and factories

STRAND: Eras of change and conflict  
Strand Unit: The Great Famine  
Strand Unit: The Industrial Revolution  
Strand Unit: Changing roles of women in 19th and 20th centuries  
Strand Unit: Modern Ireland

### LINKAGES



#### SESE Geography

- Human environments
- Natural environments
- Environmental awareness and care



#### SESE Science

- Living things
- Materials
- Energy and forces
- Environmental awareness and care



#### Mathematics

- Shape and space
- Early mathematical activities
- Measures
- Number
- Data



#### Gaeilge

- Éisteacht
- Labhairt
- Scribhneoiréacht
- Léitheoiréacht

### INTEGRATION



#### Visual Arts

- Paint and colour
- Drawing
- Construction
- Fabric and fibre



#### English

- Receptiveness to language
- Competence and confidence
- Developing cognitive abilities through language
- Emotional and imaginative development through language



#### SPHE

- Myself and the wider world

"The best thing I thought was going to the old house. I was great fun and we really felt like an archaeologist and going back in history in your own area. I never knew it was nearly 400 years of age. The best part was we had to dress up and pretend to be the family and we did a play about having a tea party."

4th Class Pupil





## OBJECTIVE



To apply the skills learned in the other modules to the pupil's own home area.

## AGE APPROPRIATENESS



This module is suitable for all classes.

To manage the module for each age group, see Teacher Guidelines.



## MATERIALS REQUIRED



- A copy of the Ordnance Survey 6-inch (1:10,560) map of the area around school.
- The RMP map for the area.
- Relevant **Activity Sheets** from other modules.

## PREPARATION

The idea behind this module is to use the appropriate elements of the other modules and apply them to the area immediately surrounding the school. This should bring home to the pupils that history can be about their own local area and their own experience. Three kilometres around the school (or less in the case of an urban setting) is a space that is familiar to the pupils.

In the preceding modules we have been building-up skills to help understanding and interpret the cultural landscape. Now it is time to apply these skills to the local area.

Take a copy of the 6-inch map of the area around the school (see Module 10). With the school as the centre draw a circle around it using a radius of c. 14cm. This defines an area of c. 3 kilometres in diameter.

Every school is different and will have different stories to tell. Do some research into the local history of the area, talk to elderly people about names of places and life in the area long ago to fill in the gaps. Every aspect of the local environment can be included, from field boundaries to street furniture, from homes and houses to animal burrows! Local names, like field names, could be collected and written onto the maps. In an urban context the same can be done with respect to street names.



**Prompt:** The 3km circle is only a guideline and should be stretched or contracted to suit the individual school or class.

**Know where you live—  
know who you are**





## Let's get started!

### Setting the Scene

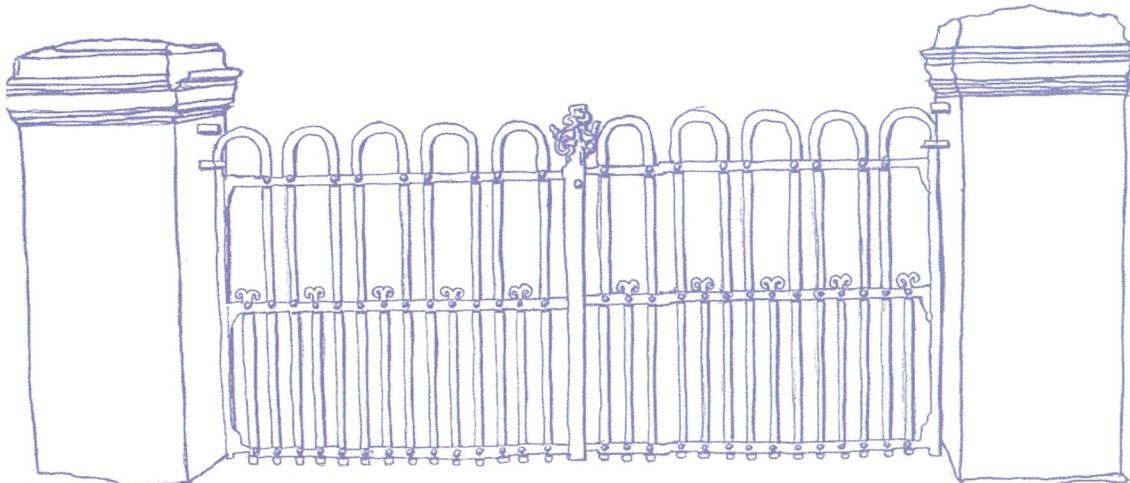
This module can be implemented in a variety of ways, from a single-focus activity to a more comprehensive long-term project. The module can involve all aspects of historical investigation as outlined in the previous modules but can be expanded to include interviewing, photography, drama, traditional arts and crafts etc. Hopefully much of the map work (Module 10), fieldwork (Module 11) and recording of buildings (Module 7 and 9) has been done in the local area and the pupils have already started examining the cultural and natural landscape around their school.



**Prompt:** This module can be extended to a project engaged by the pupils year after year, gradually building up a larger picture of what they know about their local area.

### Suggested Activities

- Familiarise the pupils with the map (Module 10).
- Use the RMP map to establish all the known archaeological sites in the area.
- Visit a number of archaeological monuments (Module 11).
- Number the houses and visit and record some (Module 7)
- Prepare a fieldtrip with a mix of cultural and natural features (see Exemplar Activity Sheet 1 in TG). 
- Examine local crafts and skills practised in the past.
- Include features like old stone walls, iron gates, water pumps etc.
- Record local placenames: field names; street names; townland and parish names.
- Interview suitable local residents about life in the past when they were young.
- Examine old photographs of the area.



## Closing Activity

Gathered information needs a home- make a school archive or museum or prepare a booklet on the history of the area around the school. Consider making a web-site for the school featuring the information gathered in this module.

### Weblinks



Millenium Project Coolderry N.S. Birr, Co. Offaly  
[homepages.lol.ie/~batespd/](http://homepages.lol.ie/~batespd/)

#### Key Terms

- Locality
- Folklore
- Local history

#### Teacher's Log

*"This module put everything we have done previously in the pack into place".*

4th Class Teacher

