

TEACHER

GUIDELINES

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- Background Information

- Skills Development

- Strands

Linkages	Integration		
 SESE Geography	 Mathematics	 Visual Arts	 Drama
 SESE Science	 SPHE	 Gaeilge	 English





Managing the Module: Senior Classes

This module is designed to develop an understanding of the skills and lifestyle of Stone Age hunters (Mesolithic).

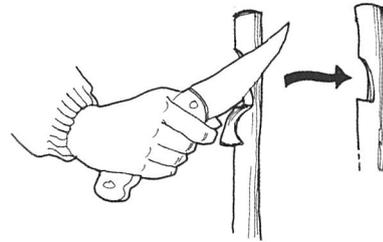
To Make a Bow and Arrow



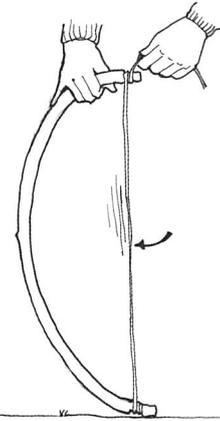
THE BOW: Choose a pliable stick (ash or sycamore work well), c. 1.5-1.8m long and c. 2cm in diameter, and some strong string or twine.



Step 1: Cut a notch at each end of the stick to hold the bow string.

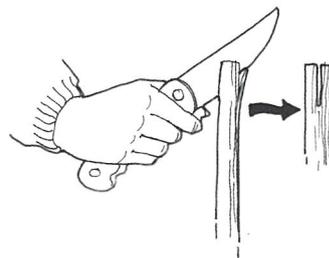


Step 2: Tie the string to one end, bend the stick to get a curve and tie the string to the other end.

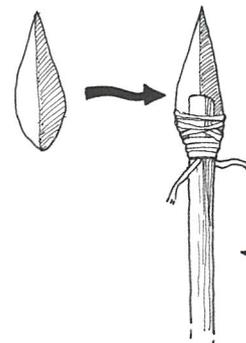


You could press this end of the bow against the ground to keep it bent while tying the string.

THE ARROW: Choose a thin straight stick, c. 1m long, and a flattish pointed stone. You will also need some string.



Step 1: Cut a small slit (3-4cm deep) at one end of the stick to hold the arrowhead.



Step 2: Insert the stone arrowhead and bind in place with string.



Happy Hunting!





Activity Sheet 1

Illustrated Activities :

- Spring** The family groups have moved down to the seacoast and camped overlooking the beach. Here they are able to catch fish and collect shellfish. Spring is also a good time to collect the eggs of seabirds from cliff nests. Some of the seabirds themselves were also hunted and eaten.
- Catching/gathering shellfish
 - Returning from fishing
 - Cleaning fish
 - Drying fish on a rack
 - Basket-making
 - Bird eggs on mat beside fire
 - Hunting (background)
 - Windbreak (chill spring winds!)
 - Dug-out canoes
- Summer** The family group has moved inland along a river. They are now catching salmon that are moving upstream. The making and repairing of stone tools is a constant activity. Stone tools, even those made of flint, lose their edge and have to be sharpened continually.
- Netting wild fowl
 - Making flint tools (knapping)
 - Repairing spears
 - Catching fish with a special spear
 - Dug-out canoe
- Autumn** This is a busy time of the year as the family is now preparing a camp for winter and they are also harvesting ripe fruit, nuts and berries.
- Picking blackberries
 - Picking wild apples
 - Smoking fish and eels
 - Building huts
 - Preparing animal skins for huts and clothing
 - Fishing
- Winter** The family are now in winter quarters. They must rely on stored food (hazelnuts and dried fish) though they are still able to hunt animals like wild pigs.
- Keeping warm around the fire
 - Warm clothes made of animal skins
 - Huts covered in animal skins
 - Telling stories
 - Playing musical instrument
 - Repairing clothes using bone needles and gut
 - Storing firewood
 - A platter of hazelnuts waiting to be eaten
 - Hunters bring home 'the bacon'!





Managing the Module: Junior Classes

This module is designed to introduce the pupils to the hunting lifestyle of Stone Age people (Mesolithic).

Infants

Hand out **AS1** and let the pupils tell the story of each picture. Some of the activities should be identifiable to them: fishing; hunting; sitting by a fire to keep warm etc. They should also be able to identify features like boat, tree, river, dog, fish etc.

Demonstrate how a bow and arrow works. Tell the story of a Stone Age hunter trying to get food for his family.

Closing Activity: Make a list of food the hunters could eat.

1st and 2nd

Discuss how Stone Age people got their food by hunting wild animals and collecting plants, nuts and berries. Hand out **AS1** and let pupils tell the story of the finding food at different times of the year.

Demonstrate how a bow and arrow works. Tell the story of a Stone Age hunter trying to get food for his family. Why would there be more food in summer and autumn than in winter?

Closing Activity: Draw a picture of a Stone Age hunting scene.



INFANT CLASSES

- Time and Chronology:** • The pupils become aware of and discuss the bow and arrow as a simple story about an event that happened in the past- a hunting trip.
- Using Evidence:** • The pupils encounter the bow and arrow as evidence for an event that happened in the past- hunting wild animals.
- Communication:** • The hunting trip can be used as a means of communicating a story from the past- hunting wild animals- using drama, artwork and information.

1ST AND 2ND CLASSES

- Time and Chronology:** • The pupils can begin to distinguish between past, present and future events by seeing the bow and arrow as evidence for an event that happened in the past- hunting wild animals.
- Begin to develop an understanding of chronology through exploring and recording the process of hunting with a bow and arrow.
- Change and Continuity:** • Using the concept of hunting wild animals, as revealed by the experiment with the bow and arrow, the pupils can explore ideas of change (different ways of finding food) and continuity (the constant need for food).
- Cause and Effect:** • Using the concept of hunting wild animals the pupils can relate the event as a consequence of the need to provide food.
- Using Evidence:** • The pupils encounter the bow and arrow as evidence for an event that happened in the past- a hunting trip.
- Synthesis and Communication:** • The bow and arrow can be used as a means of communicating a story from the past- a hunting trip - using drama (shooting the bow and arrow), art work (drawing and painting the animals) and writing (write an account of hunting using a bow and arrow).
- Empathy:** • Using the bow and arrow the pupils can imagine and discuss the event- a hunting trip-to imagine and discuss the feelings of characters in the past (Stone Age hunters).

3RD AND 4TH CLASSES

- Time and Chronology:** • The pupils can begin to distinguish between past, present and future events by seeing the bow and arrow as evidence for an event that happened in the past- hunting wild animals.
- Begin to develop an understanding of chronology through exploring and recording the process of hunting with a bow and arrow.
- Use common words and phrases associated with time in the context of hunting in the Stone Age.
- Change and Continuity:** • Using the concept of hunting wild animals, as revealed by the experiment with the bow and arrow, the pupils can explore ideas of change (different ways of finding food) and continuity (the constant need for food).
- Cause and Effect:** • Using the concept of hunting wild animals the pupils can relate the event as a consequence of the need to provide food.
- Using Evidence:** • The pupils encounter the bow and arrow as evidence for an event that happened in the past- a hunting trip.
- Ask questions about the bow and arrow as a piece of evidence for past events.
- Summarise information derived from the bow and arrow experiments and make simple deductions from the event.
- Synthesis and Communication:** • The bow and arrow can be used as a means of communicating a story from the past - a hunting trip.
- Communicate this understanding using drama (shooting the bow and arrow), artwork (drawing and painting the animals) and writing (write an account of hunting using a bow and arrow) and information and communication technologies (weblinks).
- Empathy:** • Using the bow and arrow the pupils can imagine and discuss the event- a hunting trip-to imagine and discuss the feelings of characters in the past (Stone Age hunters).





5TH AND 6TH CLASSES

Time and Chronology:

- The pupils can begin to distinguish between past, present and future events by seeing the bow and arrow as evidence for an event that happened in the past- hunting wild animals.
- Begin to develop an understanding of chronology through exploring and recording the process of hunting with a bow and arrow.
- Use common words and phrases associated with time in the context of hunting in the Stone Age (mesolithic; hunter-gatherer).

Change and Continuity:

- Using the concept of hunting wild animals, as revealed by the experiment with the bow and arrow, the pupils can explore ideas of change (different ways of finding food) and continuity (the constant need for food).

Cause and Effect:

- Using the concept of hunting wild animals the pupils can relate the event as a consequence of the need to provide food.
- Appreciate that events usually have a number of causes and outcomes in the context of the lifestyle of a Stone Age hunter.

Using Evidence:

- The pupils encounter the bow and arrow as evidence for an event that happened in the past- a hunting trip.
- Ask questions about the bow and arrow as a piece of evidence for past events.
- Summarise information derived from the bow and arrow experiments and make simple deductions from the event.
- Recognise that evidence may be incomplete or biased in the context of what evidence will survive from a Stone Age hunting camp.

Synthesis and Communication:

- Compare an account of a hunting trip in the Stone Age from different points of view (the hunter, an apprentice hunter, a child waiting for food).
- The bow and arrow can be used as a means of communicating a story from the past- a hunting trip.
- Communicate this understanding using drama (shooting the bow and arrow), art work (drawing and painting the animals) and writing (write an account of hunting using a bow and arrow) and information and communication technologies (weblinks).

Empathy:

- Using the bow and arrow the pupils can imagine and discuss the event- a hunting trip- to imagine and discuss the feelings of characters in the past (Stone Age hunters).
- Discuss how an event in the past- a hunting trip in the Stone Age- may have been perceived by those who participated in it.



Infants

Strand: Story

Strand unit: Stories

The child should be enabled to

- listen to, discuss, retell and record through pictures and other simple writing activities some stories from the lives of people who have made a contribution to local and/or national life and to the lives of people in other countries in a variety of ways
- express or record stories through art work, drama, music, mime and movement and using information and communication technologies.

1st & 2nd Classes

Strand: Myself and my family

Strand unit: Feasts and festivals

The child should be enabled to

- explore and discuss the origins and traditions of some common festivals.

Strand: Story

Strand unit: Stories

The child should be enabled to

- listen to, discuss, retell and record some simply told stories from the lives of people who have made a contribution to local and/or national life and to the lives of people in other countries through technological, scientific, cultural and artistic activities as well as those who have contributed to social and political developments
- display storyline pictures showing episodes in sequence
- use appropriate timelines.

3rd & 4th Classes

Strand: Local Studies

Strand unit: Feasts and festivals in the past

The child should be enabled to

- become familiar with the origins and traditions associated with some common festivals in Ireland and other countries
- explore, discuss and record some of the ceremonies, stories, legends, poetry, music, dances and games associated with these feasts and festivals.

Strand: Story

Strand unit: Stories from the lives of people in the past

The child should be enabled to

- listen to, discuss, retell and record a range of stories from the lives of people who have made a contribution to local and/or national life and to the lives of people in other countries through technological, scientific, cultural and artistic activities as well as those who have contributed to social and political developments
- discuss the actions and feelings of characters · discuss the attitudes and motivations of characters
- express or record stories through oral and written forms, art work, music, drama, mime, movement and information and communication technologies
- express or record stories through oral and written forms, art work, music, drama, mime, movement and information and communication technologies.

Strand: Early people and ancient societies

Strand unit: Stone Age peoples

The child should be enabled to

- become familiar with aspects of the lives of these peoples
- examine and become familiar with evidence we have which tells us about these people, especially evidence of these people which may be found locally.

Strand: Continuity and change over time

Strand unit: Food and farming

The child should be enabled to

- study aspects of social, artistic, technological and scientific developments over long periods
- identify items of change and continuity in the "line of development"
- identify some of the factors which have caused or prevented change.





GUIDELINES

Strands

5th & 6th Classes

Strand: Local Studies

The child should be enabled to

- become familiar with the origins and traditions associated with some common festivals in Ireland and other countries
- explore, discuss and record some of the ceremonies, stories, legends, poetry, music, dances and games associated with these feasts and festivals.

Strand unit: Feasts and festivals in the past

Strand: Story

The child should be enabled to

- listen to, discuss, retell and record a wide range of stories from the lives of people who have made a contribution to local and/or national life and to the lives of people in other countries through technological, scientific, cultural and artistic activities as well as those who have contributed to social and political developments
- examine and begin to make deductions from some simple relevant evidence
- discuss the actions and feelings of characters
- discuss the attitudes and motivations of characters in their historical context
- express or record stories through oral and written forms, art work, music, drama, mime, movement, information and communication technologies.

Strand unit: Stories from the lives of people in the past

Strand: Early people and ancient societies

The child should be enabled to

- become familiar with some aspects of the lives of these peoples
- examine critically and become familiar with, evidence we have which tells us about these people, especially evidence of these people which may be found locally and in Ireland where appropriate.

Strand unit: Stone Age peoples

Strand: Continuity and change over time

The child should be enabled to

- study aspects of social, artistic, technological and scientific developments over long periods
- identify examples of change and continuity in the "line of development"
- identify the factors which may have caused or prevented change.

Strand unit: Food and farming



LINKAGES ACROSS THE CURRICULUM



SESE
Geography

INFANTS

Strand: Human environments
Strand Unit: People and places in other areas

Strand: Natural environments
Strand Unit: The local natural environment

1ST AND 2ND CLASSES

Strand: Human environments
Strand Unit: People and places in other areas

Strand: Natural environments
Strand Unit: The local natural environment

3rd AND 4TH CLASSES

Strand: Human environments
Strand Unit: People and other lands

Strand: Natural environments
Strand Unit: The local natural environment
Strand Unit: Land, rivers and seas of my country
Strand Unit: Rocks and soils

5th AND 6TH CLASSES

Strand: Human environments
Strand Unit: People and other lands

Strand: Natural environments
Strand Unit: The local natural environment
Strand Unit: Land, rivers and seas of my country
Strand Unit: Rocks and soils
Strand Unit: Weather and climate



SESE
Science

INFANTS

Strand: Living things
Strand Unit: Plants and animals

Strand: Energy and forces
Strand Unit: Forces

Strand: Materials
Strand Unit: Properties and characteristics of materials

Strand: Environmental awareness and care
Strand Unit: Caring for my locality

1ST AND 2ND CLASSES

Strand: Living things
Strand Unit: Plants and animals

Strand: Energy and forces
Strand Unit: Forces

Strand: Materials
Strand Unit: Properties and characteristics of materials

Strand: Environmental awareness and care
Strand Unit: Caring for my locality

3rd AND 4TH CLASSES

Strand: Living things
Strand Unit: Plants and animals
Strand Unit: Human life

Strand: Energy and forces
Strand Unit: Forces

Strand: Materials
Strand Unit: Properties and characteristics of materials
Strand Unit: Materials and change

Strand: Environmental awareness and care
Strand Unit: Caring for the environment
Strand Unit: Science and the environment

5th AND 6TH CLASSES

Strand: Living things
Strand Unit: Plants and animals
Strand Unit: Human life

Strand: Energy and forces
Strand Unit: Forces

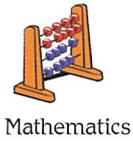
Strand: Materials
Strand Unit: Properties and characteristics of materials
Strand Unit: Materials and change

Strand: Environmental awareness and care
Strand Unit: Caring for the environment
Strand Unit: Science and the environment





INTEGRATION ACROSS THE CURRICULUM



Mathematics

INFANTS	Strand: Shape and space Strand: Early mathematical activities Strand: Measures
1ST AND 2ND CLASSES	Strand: Shape and space Strand: Number Strand: Measures
3rd AND 4TH CLASSES	Strand: Shape and space Strand: Number Strand: Data Strand: Measures
5th AND 6TH CLASSES	Strand: Shape and space Strand: Measures Strand: Number Strand: Data



Visual Arts

INFANTS	Strand: Drawing Strand: Construction Strand: Fabric and fibre
1ST AND 2ND CLASSES	Strand: Drawing Strand: Construction Strand: Fabric and fibre
3rd AND 4TH CLASSES	Strand: Drawing Strand: Fabric and fibre Strand: Construction
5th AND 6TH CLASSES	Strand: Drawing Strand: Construction Strand: Fabric and fibre



Drama

INFANTS	Strand: Exploring and making drama Strand: Co-operating and communicating in making drama
1ST AND 2ND CLASSES	Strand: Exploring and making drama Strand: Co-operating and communicating in making drama
3rd AND 4TH CLASSES	Strand: Exploring and making drama Strand: Co-operating and communicating in making drama
5th AND 6TH CLASSES	Strand: Exploring and making drama Strand: Co-operating and communicating in making drama



SPHE

INFANTS	Strand: Myself Strand: Myself and others Strand: Myself and the wider world
1ST AND 2ND CLASSES	Strand: Myself Strand: Myself and others Strand: Myself and the wider world
3rd AND 4TH CLASSES	Strand: Myself Strand: Myself and others Strand: Myself and the wider world
5th AND 6TH CLASSES	Strand: Myself Strand: Myself and others Strand: Myself and the wider world



Gaeilge

RANGANNA NAÍONÁN

Snáithe: Éisteacht
Snáithe: Labhairt

1 AGUS 2 RANGANNA

Snáithe: Éisteacht
Snáithe: Labhairt
Snáithe: Scríbhneoireacht

3 AGUS 4 RANGANNA

Snáithe: Éisteacht
Snáithe: Labhairt
Snáithe: Scríbhneoireacht
Snáithe: Léitheoireacht

5 AGUS 6 RANGANNA

Snáithe: Éisteacht
Snáithe: Labhairt
Snáithe: Scríbhneoireacht
Snáithe: Léitheoireacht



English

INFANTS

Strand: Receptiveness to language
Strand: Competence and confidence in using language
Strand: Developing cognitive abilities through language
Strand: Emotional and imaginative development through language

1ST AND 2ND CLASSES

Strand: Receptiveness to language
Strand: Competence and confidence in using language
Strand: Developing cognitive abilities through language
Strand: Emotional and imaginative development through language

3RD AND 4TH CLASSES

Strand: Receptiveness to language
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5TH AND 6TH CLASSES

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