TEACHER GUIDELINES

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Teacher Guidelines

Managing the Module: Senior Classes

Comparing old and new photographs of the same scene is an excellent method of showing the pupils how change and continuity work over time. Old photographs in themselves are a unique and important historic source that is immediately accessible to pupils. A few additional photographs are provided at the end of this section if you wish to extend the lesson.

An important source of old photographs is **The Lawrence Collection** which is held by the National Library of Ireland. This consists of glass plate negatives taken throughout the country between 1870 and 1914. A selection of items from all counties has been catalogued onto the Library's online catalogue and these are accompanied by scanned images of the photographs.   **www.nli.ie**

Buildings   Kilmallock is a typical Irish towns in that most of the buildings on the main street are two, three or four bays wide, and two, three or four stories high. These houses were built in the 18th or 19th century on the site of much older medieval buildings (Kilmallock was once a walled Norman town). Reflecting the piecemeal way the town was rebuilt is the way the rooflines go up and down from house to house. These reflect the wealth of the family who built them. The houses are built of rubble stonework that is then covered by a lime plaster (render) and finally painted or whitewashed. Sometimes you can see where only the front of the house facing the street was painted but not the sides. This is the centre of town where the wealthier shopkeepers live. As you travelled along the street towards the outskirts of the town the housing stock would gradually get poorer. At the very outskirts you might find lines of small clay-walled cabins with thatched roofs.

Shops   The street is lined with shops, each one has its own individual wooden shopfront. There is a very strong shopfront tradition in Ireland and they are an important component of the streetscape. Two areas can be focused on. Firstly are the physical characteristics of the shopfront, and secondly is the shop itself as a retail outlet.

Features of a traditional Irish shopfront:

CONSOLE BRACKET →

PILASTER →

CASEY . 1

FASCIA BOARD

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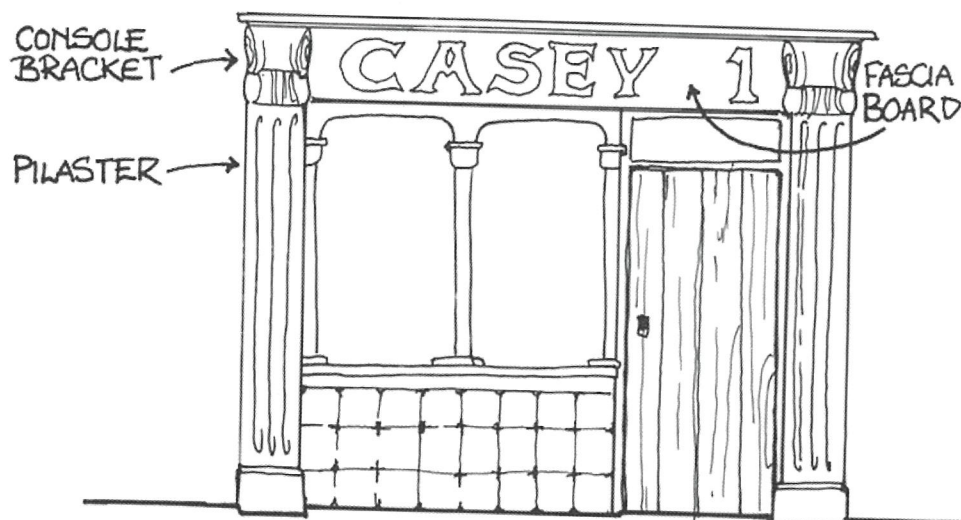
The carpenter, the painter, the glazier and sometimes the tiler were involved in making the shopfront. The carpentry forms were influenced by classical designs, with columns framing the windows and doors and an entablature at the top with a flat fascia board for the owner's name. Each town had its own shopfront carpenter(s) and its own particular style- see if you can spot similarities in the traditional shopfronts in your area.

Fair days were important in Irish towns when the streets were thronged with people and animals. In order to protect the shopfront iron bars were placed across the window to protect it. You can see some of these in the photograph.

What did the shops in the photograph sell? Remember this is the era before mass consumerism and most of the goods in the shops are locally produced or made. In the days before the motorcar people had to shop in their local town so the range of shops had to cover all the needs of the townspeople and the people of the surrounding countryside. Here is a list of the shops and businesses in Kilmallock at around the time the photograph was taken (some of the larger shops were general stores and sold a wide variety of goods):

11 grocers; 7 drapers; 4 milliners and dressmakers; 2 hardware establishments; 2 victuallers (butchers); 2 chemists; 2 bootmakers; 1 baker; 1 confectioner; 1 baker and confectioner; 1 coach builder; 1 egg, hardware and leather merchant; 1 saddler; 1 cycle agent; 13 grocers, wine & spirit merchants; 2 wine and spirit merchants; 4 banks (Provincial, National, Bank of Ireland, Munster & Leinster); 4 hotels.

(source: The Story of Kilmallock by Mainchín Seoighe)

Shops in those days did not have deep freezers and ice was an expensive item because it had to be imported. Perishable goods like milk were delivered directly to the customer on a daily basis.

The Road   It is difficult to see exactly what the surface of the road is made of because of the covering of mud but it probably has a hard core of stone chipping. Notice the manure of the street from the horses and donkeys and the puddles of water from a recent rain shower. Also notice the cobbled drain running along between road and pavement. This cobbling also covers the surface of the laneway on the right.

The Pavement   The footpath is well paved with rectangular stone slabs. These are probably limestone and produced by a local stone quarry. Notice how the pattern of the slabs changes as it goes along as if they were laid in different sections.

Street furniture   There is very little street furniture in this photograph- excepting the electricity and telephone poles- but another street scene may show features like water pumps, coal-hole covers, spur stones on the corners of buildings, street names signs, mud scrapers at doors, cast or wrought iron railing.

Transport   This picture shows Ireland just before the introduction of the motorcar when the main forms of transport were drawn by horses or donkeys. What difference did the introduction of motorised transport make to a town like Kilmallock?

Poles There are two sets of poles running along the street. The taller ones carry telephone wires and the lower ones electricity wires.

Electricity   Electricity was first generated on a commercial basis in Ireland in the 1880s and a firm called W.H. O'Sullivan & Sons was generating electricity in Kilmallock by that time. This company expanded its activities so that by the early years of the 20th century, when this photograph was taken, they were providing electricity to a select number of shops, pubs and businesses in the town from their own generator. Only one electric light per customer was allowed- imagine what a novelty these were. Note there is yet no street lighting in the town.

Telephones The telephone was invented by Alexander Graham Bell in 1875. In 1880 there were telephone exchanges in Dublin and Belfast. By the time of this photograph there were over fifty exchanges operating in the country. The service was taken over by the Post Office in 1912.

Water Street Bridge: AS4

These pictures show a five-arched bridge over the Loobagh River, at Kilmallock, Co. Limerick. In the old photograph is man drawing water in a donkey-and-cart and a woman washing clothes in the river. In the modern photograph we can see a pipe crossing the face of the bridge- this is carrying mains water. This will give the pupils the opportunity to consider the changing use of water in the 20th century. Another difference worth noting is the riverbank on the left. In the modern photograph Limerick County Council has turned this into a public park. Also note the public lighting and the telephone wires in the modern photograph. In the background on the right is the impressive ruin of the 13th century Dominican abbey. There is another medieval ruin on the extreme left in the modern photograph- the Collegiate Church (hidden by trees in the old photograph). In the distance, to the left of centre, is the spire of SS Peter and Paul's Catholic church, which was built between 1879 and 1889. A man taking a photograph was an unusual sight in Ireland a hundred years ago- note some locals on the bridge watching the photographer.

Managing the Module: Junior Classes

The module can be managed for junior classes as a simple 'spot-the-difference' exercise. Place the two photographs side by side and ask the pupils to note any changes they can spot between the two pictures. The old picture can be introduced as simply 'long ago'.

Ellison Street (Main Street), Castlebar, Co. Mayo

Old: *c.* 1900 AD

New: 2002 AD

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Castle Street, Castlebar, Co. Mayo.

Old: c. 1900 AD

New: 2002 AD

Rush Street (Staball Hill), Castlebar, Co. Mayo.

Old: *c.* 1900 AD

New: 2002 AD

Skills and Concepts Development: *Working as a Historian*

INFANT CLASSES

Time and Chronology:
- The pupils can become aware of and discuss a simple sequence of events by comparing the old and new photographs.

Using Evidence:
- The pupils encounter old photographs as simple historic evidence.

Communication:
- The old photograph can be used as a means of communicating stories from the past.

1ST AND 2ND CLASSES

Time and Chronology:
- The pupils can begin to distinguish between past, present and future by comparing old and new photographs.

Change and Continuity:
- Begin to develop an understanding of chronology by considering the old and new photographs.

Cause and Effect:
- The pupils can explore ideas of change and continuity by considering old and new photographs of the same scene in terms of features that have changed or remained unchanged.

Using Evidence:
- By examining by considering old and new photographs the pupils can examine change in the local environment and the reasons for these changes.
- By comparing old and new photographs the pupils are using simple historic evidence.

Synthesis and Communication:
- By comparing old and new photographs the pupils are able to communicate an awareness of the past and the present in a variety of ways.

Empathy:
- By comparing old and new photographs the pupils can imagine and discuss how the local environment is changing over time.

3RD AND 4TH CLASSES

Time and Chronology:
- The pupils can begin to distinguish between past, present and future by comparing old and new photographs.
- Begin to develop an understanding of time and chronology by considering the old and new photographs of the same place.
- By comparing the old and new photographs the pupils can use common words and phrases associated with time.

Change and Continuity:
- The pupils can explore ideas of change and continuity by considering old and new photographs of the same scene in terms of features that have changed or remained unchanged.

Cause and Effect:
- By examining by considering old and new photographs the pupils can examine the reasons for, and the effect of, change in the local environment.
- By comparing old and new photographs the pupils are using simple historic evidence.

Using Evidence:
- Using the old photograph the pupils can ask questions about a piece of evidence from the past.
- Using the old photograph the pupils can summarise information and make simple deductions from a single historic source.
- By comparing old and new photographs the pupils are able to communicate an understanding of the past and the present in a variety of ways.

Synthesis and Communication:
- By comparing old and new photographs the pupils can use their imagination to reconstruct elements of the past.

Empathy:
- By comparing old and new photographs the pupils can imagine and discuss the feelings and motives of people in the past.

Skills and Concepts Development: *Working as a Historian*

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5TH AND 6TH CLASSES

Time and Chronology:
- The pupils can begin to distinguish between past, present and future by comparing old and new photographs.
- Begin to develop an understanding of time and chronology by considering the old and new photographs of the same place.
- By comparing the old and new photographs the pupils can use common words, phrases and conventions associated with the recording of time and dates.

Change and Continuity:
- The pupils can develop an understanding of change and continuity by considering old and new photographs of the same scene in terms of features that have changed or remained unchanged.

Cause and Effect:
- By examining by considering old and new photographs the pupils can examine the reasons for, and the effect of, change in the local environment.
- By comparing old and new photographs the pupils can appreciate that events usually have a number of causes and outcomes.

Using Evidence:
- By comparing old and new photographs the pupils can examine and use critically a piece of historic evidence.
- Using the old photograph the pupils can ask questions about a piece of evidence from the past.
- Using the old photograph the pupils can summarise information and make simple deductions from evidence.
- Using the old photograph the pupils can appreciate that evidence can be interpreted in a number of ways.

Synthesis and Communication:
- By comparing old and new photographs the pupils can communicate an understanding of the past and the present in a variety of ways.
- By comparing old and new photographs the pupils can use imagination and evidence to reconstruct elements of the past.

Empathy:
- By comparing old and new photographs the pupils can imagine and discuss the feelings and motives of people in the past.
- By looking at the old photograph the pupils can discuss how an event in the past may have been perceived by those who participated in it.

Strands

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
- become aware of the lives of women, men and children from different social, cultural, ethnic and religious backgrounds, including the lives of "ordinary" as well as "more famous" people.

1st & 2nd Classes

Strand: Change and continuity   Strand unit: Continuity and change in the local environment
The child should be enabled to
- visit, explore and become aware of elements in the local environment which show continuity and change
- compare photographs, drawings and simple accounts of the site in the past with the site now.

Strand: Myself and my family   Strand unit: When my grandparents were young
The child should be enabled to
- explore and record aspects of the lives of people when his/her grandparents were young
- compare lives of people in the past with the lives of people today, noting differences and similarities.

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
- become aware of the lives of women, men and children from different social, cultural, ethnic and religious backgrounds, including the lives of "ordinary" as well as "more famous" people · listen to local people telling stories about their past
- express or record stories through simple writing, art work, drama, music, mime and movement and using information and communication technologies.

3rd & 4th Classes

Strand: Local Studies   Strand unit: My locality through the ages
The child should be enabled to
- study a period or periods in the history of the local village, town, city area, townland, parish or county.

Strand unit: Buildings, sites or ruins in my locality
The child should be enabled to
- actively explore some features of the local environment
- investigate various aspects of these sites.

Strand: Story   Strand unit: Stories from the lives of people in the past
- 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
- become aware of the lives of women, men and children from different social, cultural, ethnic and religious backgrounds, including the lives of "ordinary" as well as "more famous" people
- examine and begin to make deductions from some simple relevant evidence
- discuss the actions and feelings of characters.

Strand: Society, work and culture in the past   Strand unit: Life in Ireland since the 1950's
Strand unit: Life in the 19th century

The child should be enabled to
- become familiar with aspects of the lives of these people
- examine and become familiar with evidence from the periods studied, especially evidence which may be found locally.

Strand: Continuity and change over time   Strand unit: Shops and fairs
Strand unit: Transport
Strand unit: Homes and houses

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.

Teacher Guidelines: Module 8

Strands

Teacher Guidelines: Module 8

5th & 6th Classes

Strand: Local Studies
Strand unit: My locality through the ages
The child should be enabled to
· study a period or periods in the history of the local village, town, city area, townland, parish or county.

Strand unit: Buildings, sites or ruins in my locality
The child should be enabled to
· actively explore some features of the local environment
· investigate various aspects of these sites.

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 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
· become aware of the lives of women, men and children from different social, cultural, ethnic and religious backgrounds, including the lives of "ordinary" as well as "more famous" people
· examine and begin to make deductions from some simple relevant evidence
· discuss the actions and feelings of characters.

Strand: Society, work and culture in the past
Strand unit: Life in the 19th century
Strand unit: Life in Ireland since the 1950's
The child should be enabled to
· become familiar with aspects of the lives of these people
· examine and become familiar with evidence which informs us about the lives of people in the periods studied, their thoughts and concerns, especially evidence which may be found locally.

Strand: Eras of change and conflict
Strand unit: Modern Ireland
The child should be enabled to
· become familiar with aspects of these periods
· examine and become familiar with evidence which informs us about the lives of people in the periods studied, their thoughts and concerns, especially evidence which may be found locally

Strand: Continuity and change over time
Strand unit: Communications
Strand unit: Barter, trade and money
Strand unit: Food and farming
Strand unit: Transport
Strand unit: Homes housing and urban developments
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.

LINKAGES ACROSS THE CURRICULUM

SESE Geography

INFANTS

Strand: **Human environments**
Strand Unit: Living in the local community

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

1ST AND 2ND CLASSES

Strand: **Human environments**
Strand Unit: Living in the local community

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

3RD AND 4TH CLASSES

Strand: **Human environments**
Strand Unit: People living and working in the local community

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

5TH AND 6TH CLASSES

Strand: **Human environments**
Strand Unit: People living and working in the local community

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

SESE Science

INFANTS

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

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

1ST AND 2ND CLASSES

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

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

3RD AND 4TH CLASSES

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: Environmental awareness
Strand Unit: Science and the environment

Strand: **Energy and forces**
Strand unit: Forces

5TH AND 6TH CLASSES

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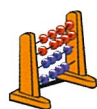Strand Unit: Materials and change

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

Strand: **Energy and forces**
Strand unit: Forces

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INTEGRATION ACROSS THE CURRICULUM

Mathematics

INFANTS
Strand: Shape and space
Strand: Measures
Strand: Early mathematical activities
Strand: Number
Strand: Data

1ST AND 2ND CLASSES
Strand: Shape and space
Strand: Measures
Strand: Number
Strand: Data

3RD AND 4TH CLASSES
Strand: Shape and space
Strand: Measures
Strand: Number
Strand: Data

5TH AND 6TH CLASSES
Strand: Shape and space
Strand: Measures
Strand: Number
Strand: Data

Visual Arts

INFANTS — Strand: Drawing
1ST AND 2ND CLASSES — Strand: Drawing
3rd AND 4TH CLASSES — Strand: Drawing
5th AND 6TH CLASSES — Strand: Drawing

SPHE

INFANTS — Strand: Myself and the wider world
1ST AND 2ND CLASSES — Strand: Myself and the wider world
3RD AND 4TH CLASSES — Strand: Myself and the wider world
5TH AND 6TH CLASSES — 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
Strand: Competence and confidence in using language
Strand: Developing cognitive abilities through language
Strand: Emotional and imaginative development through language

5TH AND 6TH 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