

Contextual learning outcome

2.6 consider the historical significance of Christianity on the island of Ireland, including its contribution to culture and society in the Early Christian period

Nature of History learning outcomes

1.3 appreciate their cultural inheritance through recognizing historically significant places and buildings and discussing why historical personalities, events and issues are commemorated

1.8 investigate a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition

1.9 demonstrate awareness of the significance of the history of Ireland and of Europe and the wider world across various dimensions, including political, social, economic, religious, cultural and scientific dimensions

What we will study:

- Early Christian Ireland
- The art of Early Christian Ireland
- The impact of Irish monks abroad
- The arrival of the Vikings

Learning intentions

Students will be able to:

- Explain how Christianity came to Ireland
- Outline what life in an Early Irish monastery was like and give examples
- Identify characteristics of monasteries in Early Christian Ireland
- Compare the art produced by Irish monks – manuscripts, stonework, and metalwork
- Analyse the impact of Irish monks spreading Christianity abroad
- Classify the Vikings in the context of Irish history.
- Illustrate the effect of the Viking raids on monasteries in Early Christian Ireland.
- Evaluate the impact of the arrival of Viking settlements on the development of towns in Ireland.

Action verbs

- Consider
- Investigate
- Appreciate
- Demonstrate

Teaching and learning methodologies

- Starter task on sources and how they show us that monks were highly skilled: *Book of Durrow* and the round tower in Monasterboice
- Timelines
- Working with the Evidence tasks
- Use of maps
- Draw the layout of a monastery
- Collaborate tasks
- Use of key terms
- Use of websites and clips shown in resource section

Key historical concepts

- Cultural inheritance
- Historical repository
- Historical awareness
- History of Ireland and Europe across various dimensions

Learning Experiences:

- In groups, students were allocated one piece of artwork produced by Irish monks such as manuscripts, stonework, metalwork. They investigated characteristics of different pieces of artwork, the importance of individual pieces within context of their local environments and each artwork's function in society for example high-crosses and communication.
- Each group was then tasked to create their individual piece of ECI artwork in Minecraft in education. Before presenting their created artefact in their Minecraft World. During the presentation students were tasked with demonstrating their findings and where they found their evidence to support their discoveries.

Success Criteria:

1. Construct a learning artefact in Minecraft Education to represent an individual piece of artwork produced by monks in Early Christian Ireland.
2. Explain the importance of artwork in Early Christian Ireland.
3. Evaluate the role of different pieces of artwork produced by monks in Early Christian Ireland.
4. Reflect on your contribution to the group project focusing on successes and obstacles in the process.

Resources

Sources and Skills Book tasks, pages 17–24: Time capsule, life of a monk, match artefacts, match meanings, crossword, sources, monastery locations and layout

Portfolio task, page 6: Research a Viking site

TRB supplementary task, page 264

Photographs, artefacts and maps as shown in chapter 4

Websites

- St Patrick's *Confessio*: <https://educateplus.ie/go/st-patricks-confessio>
- TCD Collection: <https://educateplus.ie/go/book-kells>
- Scoilnet resources: <https://educateplus.ie/go/christianity-video>
- RTÉ archives: <https://educateplus.ie/go/wood-quay>
- BBC *Story of Ireland* documentary – The Age of Invasions: <https://educateplus.ie/go/bbc-part1>
- Sustainable Development - <http://www.ubuntu.ie/>
- Global Citizen Education - <https://www.worldwiseschools.ie/>

Key Skills:

- *Managing information and thinking*: gathering, recording, organising, and evaluating information and data, thinking creatively and critically reflecting on their learning.
- *Working with others*: respecting difference, learning with others, working with others through digital technology.
- *Being Creative*: exploring options and alternatives, implementing ideas, and taking action and stimulating creativity using digital technology.

Focus on SDGs:

- Goal 9 Industry, Innovation, and Infrastructure – monks in ECI were innovators by nature and contributed towards promoting new technologies, developing new infrastructure in communities across Europe and enabled the efficient use of resources.
- Goal 15 Life on Land – natural practices such as self-sufficiency promote the sustainable use of terrestrial ecosystems and sustainably manage environments in ECI.
- Goal 16 Peace, Justice and Strong Institutions – the experience of life for monks in ECI was directly linked to promoting peace, justice, and strong institutions. This SDG focuses on supporting people fleeing from war and conflict which monks in this period of history faced with the oncoming wave of Viking development in Ireland.

Statements of Learning:

1. Communicates effectively using a variety of means in a range of contexts in L1.
3. Creates and presents artistic works and appreciates the process and skills involved.
6. Appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives.
7. Values what it means to be an active citizen, with rights and responsibilities in local and wider contexts.
8. Values local, national, and international heritage, understands the importance of the relationship between past and current events and the forces that drive change.
10. Has the awareness, knowledge, skills, values, and motivation to live sustainably.
15. Recognises the potential uses of mathematical knowledge, skills and understanding in all areas of learning.
19. Values the role and contribution of science and technology to society, and their personal, social and global importance
21. Applies practical skills as she/he develop models and products using a variety of materials and technologies.
23. Brings an idea from conception to realization.
24. Uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical matter.

Agreed assessment checks

Checkpoint questions

Understanding History questions

Exploring History questions

Collaborate tasks

Summative AfL assessment followed by student self-assessment 'two stars and a wish' task

AfL ongoing strategies, e.g. Hot Seat, KWL chart, Think Pair Share, peer assessment

Differentiation

Fast finishers: Extra activities and worksheets in the *TRB* – Draw an Irish Monastery, Fill in the Blanks

Weaker students: Various tasks in the *Sources and Skills Book* – match the artefacts/meanings, monastery locations and layout, etc.

CBA links

[CBA 1](#) 'The Past in My Place': Research a Viking site task, on page 6 of the *Portfolio*

Collaborate task on page 42 of the textbook

Reflection Notes