archaeology
in the classroom

Súil Siar, Súil ar Aghaidh
Preservation Through Education

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I am very pleased to welcome you to the online version of Archaeology in the Classroom—It’s about Time first published in 2005 by Limerick Education Centre in association with the National Monuments Service of the Department of Environment, Heritage and Local Government and more recently of the Department of Arts, Heritage and the Gaeltacht.

This resource has as its sub-heading preservation through education as we believe that it is through educating the current and future generations about the wealth of cultural heritage around them that we can aspire to protect and enjoy our unique built heritage into the future.

Archaeology in the Classroom—It’s about Time is aligned to the principles of the revised primary curriculum for Social, Environmental and Scientific Education (SESE) which emphasises that historical education is concerned with our knowledge and interpretation of the lives of people in the past as well as the process by which historians go about their work. To achieve these stated aims and to foster the skills identified in the Primary School Curriculum the resource contains both factual knowledge and many practical activities that are engaging and, we believe, will encourage pupils’ active participation in their own learning.

Limerick Education Centre is indebted to the many people who supported the initial development of this resource and to those who have continued to develop the resource through its sister publication for post-primary schools Time in Transition—It’s about Time 2 leading to the very exciting digital platform www.itsabouttime.ie which in 2013 can bring our built heritage to a world audience.

Special appreciation is merited for the members of the design team; Mary Sleeman, Consultant Archaeologist, Matt Kelleher and Denis Power (Archaeologists, National Monuments Service) for their enthusiasm and commitment to "spreading the word" about our heritage, their generosity of spirit and the many, many hours given by them to developing this resource is much appreciated. A special thanks also to the many people who piloted materials, edited text and provided much valuable guidance throughout the development phases.

Limerick Education Centre is pleased to bring this revised edition in digital format and would welcome any feedback from you as you enjoy the 12 modules which bring us into the world of archaeology from the stone age right through to the buildings that surround us today in our many and varied streetscapes.

Súil siar, súil ar aghaidh,

Dr Joe O’Connell
Director, Limerick Education Centre
May 2013
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## Introduction

1. **Archaeology of the Classroom: What will survive?**
2. **Timeline Ireland**
3. **Excavation-in-a-box**
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8. **Let’s Look at Old Photographs**
9. **Streetscape**
10. **Exploring Old Maps**
11. **Fieldtrip: the Outdoor Classroom**
12. **My Own Place**

### Resources
- Source material
- Health & Safety Guidelines
- Glossary
- Brief Guide to Monuments and Artefacts
This resource pack is designed to use archaeology as a theme in teaching the Social Environmental and Scientific Education (SESE) curriculum in an integrated manner. The main subject area covered is history with strong links to geography and science within the SESE framework. The pack is also designed to integrate across the entire curriculum.

The pack was first tested on a summer course organised by Limerick Education Centre in Scoil Dean Cussen School, Bruff, Co. Limerick in May 2003. Subsequently it was piloted in six schools in Limerick City and County during the academic year 2003-4. It was then further developed in the summer course programme of 2004. The feedback from participating teachers and pupils was of invaluable help, in particular the teacher logs from the pilot phase (see Teacher’s Log in each module.) The message that came through from this testing was that the modules were easy to teach and fun to learn. Archaeology is a very practical subject and the pupils of all ages and abilities readily engaged with its hands-on activity-based structure.

The pack is divided into twelve modules. It also contains Source Material, Health & Safety Guidelines, Glossary, and a general introduction to Irish archaeology entitled Brief Guide to Monuments and Artefacts.

The modules follow sequentially but there is an in-built flexibility. Each module can stand alone as an individual lesson plan. They can also be taught in smaller groups or as a sequenced programme, in four basic stages. The flexibility means that the teacher is free to pick and choose amongst the modules in whatever order suits their needs, and can select within the modules those sections that are appropriate to the particular age group they are teaching.

- The first three modules focus on ‘archaeology’ in general terms. Module 1 is an introduction to the concept of archaeology. Module 2 uses a timeline to look at the main periods of Irish archaeology and introduces some of the monuments and artefacts from each period. Module 3 deals with archaeological excavation.

- The next three modules focus on the Stone Age and feature practical experiments that explore the lifestyle of pre-historic people.

- Modules seven to nine look at old buildings and should give the pupils some basic skills to describe and appreciate their built heritage.

- As the curriculum places great emphasis on local studies the last three modules focus on this. It should be noted that module twelve is different from the others. It takes the form of a suggested project whereby the skills and abilities developed in the other modules, particularly modules seven to ten, are applied in terms of the area immediately surrounding the school.

Each module is presented in three stages, the first stage is the lesson plan itself which is laid out in a sequential manner through to a closing activity. This also features some useful weblinks, and the key terms introduced in the module. The second stage contains the various activity sheets for the module. These can be photocopied and distributed to the pupils during the activity stage. The final stage contains the teacher guidelines. The guidelines are divided into (a) managing the module, which gives instructive information on applying the module to both junior and senior classes, (b) relevant background information where appropriate, and (c) the skills and strands which detail how the module compliments the revised Primary School Curriculum. Unfamiliar archaeological terms or technical words are highlighted in dark blue and a brief explanation of these is given in the Glossary.

Each module emphasises pupil-centred learning, in which pupils actively engage in activities that enable them to become educated observers. This complements the curriculum’s objective to teach pupils the skills of ‘working as an historian’.