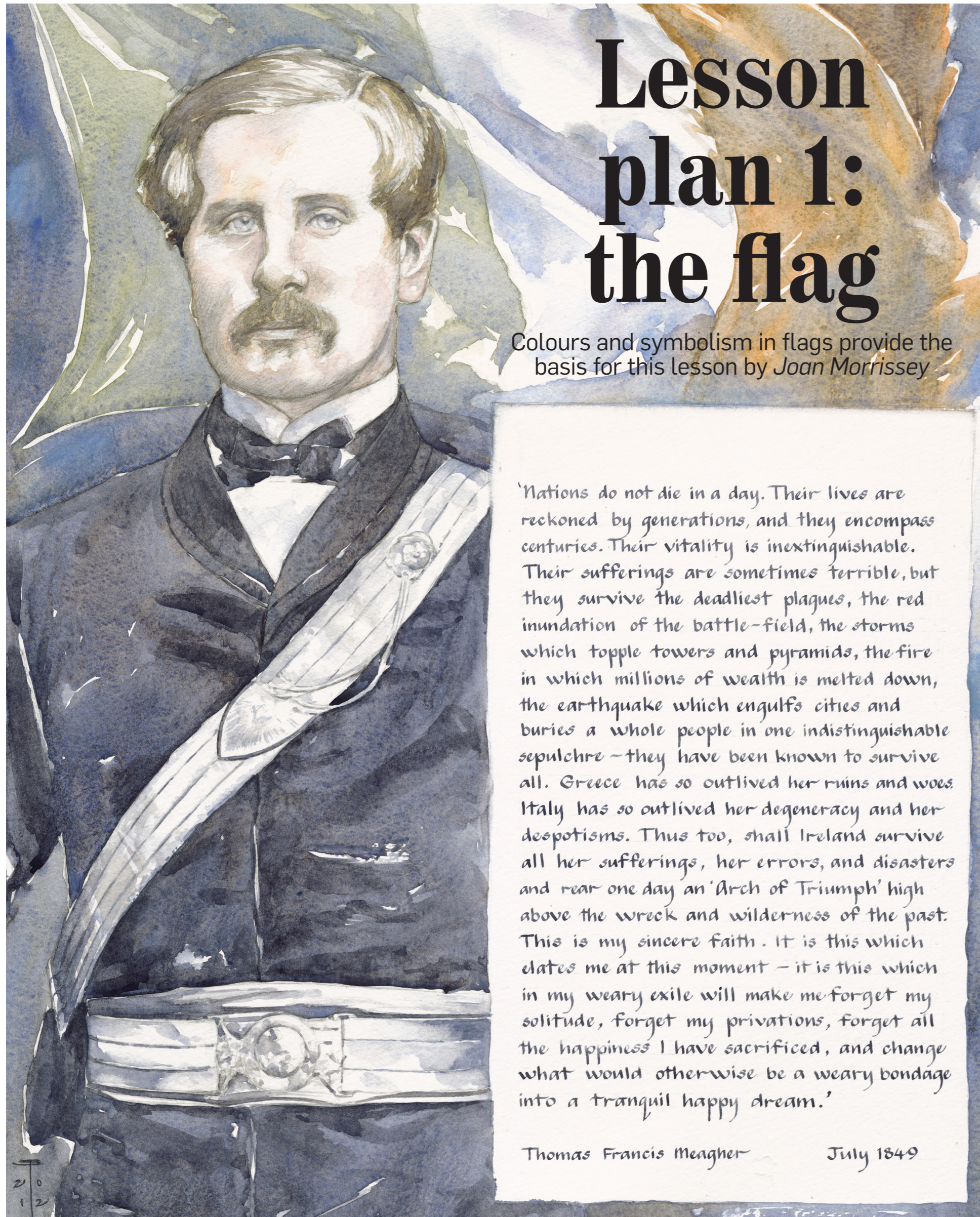


Lesson plan 1: the flag

Colours and symbolism in flags provide the basis for this lesson by *Joan Morrissey*

'Nations do not die in a day. Their lives are reckoned by generations, and they encompass centuries. Their vitality is inextinguishable. Their sufferings are sometimes terrible, but they survive the deadliest plagues, the red inundation of the battle-field, the storms which topple towers and pyramids, the fire in which millions of wealth is melted down, the earthquake which engulfs cities and buries a whole people in one indistinguishable sepulchre - they have been known to survive all. Greece has so outlived her ruins and woes Italy has so outlived her degeneracy and her despotisms. Thus too, shall Ireland survive all her sufferings, her errors, and disasters and rear one day an 'Arch of Triumph' high above the wreck and wilderness of the past. This is my sincere faith. It is this which dates me at this moment - it is this which in my weary exile will make me forget my solitude, forget my privations, forget all the happiness I have sacrificed, and change what would otherwise be a weary bondage into a tranquil happy dream.'

Thomas Francis Meagher July 1849



Lesson 1: Developing Historical Consciousness: The Irish Flag & its French Associations

Lesson section	Specifications and methodologies	Time Allocated
	<p>The student values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change.</p> <p>The student understands the origins and impact of social, economic and environmental aspects of the world around him/her.</p>	
Initial Stimulus Material	<p>What does the colour of your country's flag look like? How many flags can you list in your notebook.</p> <p>Ask students to explain symbolism to their nearest classmate and what flag colours represent.</p> <p>Class discussion about the 1916 centenary and flag ceremonies, https://www.scoilnet.ie/irishflag/post-primary/stories/stories/osullivans-role-in-raising-the-tricolour/ Literacy: What does centenary mean? Define.</p>	10 minutes
Learning Outcomes: Time concepts, Social change and explaining the French Revolution.	<p>Numeracy: In what years were the 18th and 19th century? In pairs, students list five facts about life in 19th century Ireland. Elicit and discuss. Compare how Ireland has changed since.</p> <p>Direct Teacher Instruction: the teacher explains that the Irish flag was inspired by the flag of the French Revolution. Discussion: what do you know about the French Revolution? Song: History Teachers (Youtube).</p> <p>Students write down four facts from the song.</p>	20 minutes
Differentiation of student ability Assessment plenary/student self-assessment on learning	<p>Students time each other to see who can speak for longer about flags with stronger students speaking for two minutes and leading the activity while struggling students speak for one minute.</p> <p>In pairs, students self-assess their learning via a paragraph in the copy, recalling what they can about the connection between the Irish and French flags and the symbolism within them.</p> <p>Home learning: students write a 10-line paragraph from online sources on their favourite, and most influential Irish revolutionary, mentioning whether the source is a primary or secondary one. Give weaker students a choice of four: Wolfe Tone, Thomas Meagher or Eamon De Valera/ Michael Collins etc.</p>	10 minutes



These three lessons (see following pages), on the history of the Irish flag are intended to be taught over three 40-minute lessons or extended one-hour lessons. Teaching has undergone significant changes in recent years, with all teachers now being responsible for literacy and numeracy (2011) and providing adjusted lessons for students with special educational needs. As there will now only be one common level exam paper for all non-core subjects, differentiation by level has been included. History contains many of the learning outcomes required by the new junior cycle specifications and remains a wise choice for ambitious students at senior cycle with a very high proportion of H1s in comparison to other choice subjects, at almost double the rate of English. In a world of fake news, the ability to identify propaganda and analyse sources is not only a much-needed skill for third-level, but for life.

By Joan Morrissey B.A., C.E.L.T., M.A., P.G.D.E., P.G.S.E.N.