

## Everyday Life in Plantation Ireland

Learning Objectives	Context	Success Criteria
*Closely read primary documents *Examine Evidence *Interpret Evidence *Identify multiple causal relationships	*The Plantations *The 1641 Rebellion *17 <sup>th</sup> Century Economy and Society	*Having learned with others * Discussed and debated * Having listened and expressed their opinion *Organised and evaluated information and data

The 1641 depositions contain a wealth of information about social, cultural and daily life in early modern Ireland.

As the depositions were recorded to chronicle the extent of settler losses, many deponents included a list of household goods that they had lost as a result of the 1641 rebellion. These detail personal property, material culture and reveal a lot about the different trades and professions. Tradesmen, for example, often detailed what tools they owned for their particular craft.

As the depositions were taken from a range of socio-economic classes it is possible to compare and contrast the lives of the wealthy with the less-well-off. This reveals much about the relationship between the social orders at the time.

During this class students should work to learn *‘what was it like to live and work as a planter in 17<sup>th</sup> century Ireland?’*

### Lesson Road Map

1. In their groups get the students to brainstorm the ‘everyday household goods’ sheet. We want them to list on the left hand side luxury household goods and have included some examples. On the right hand side we want them to list common household goods and have given some examples. We want to get the students thinking about what we consider luxury now and what may have been a luxury in the 17<sup>th</sup> century.
2. Hand out the two depositions to each group and the guidance sheet. Teams should work on closely reading the depositions and answering the guiding questions.
3. As teacher, you need to lead the discussion of the point ‘what was it like to live and work as a planter in 17<sup>th</sup> century Ireland?’ Key things to note from the depositions the students have read are:
  - The quantity of material possessions the merchant and bishop had – books, cloth, coaches, tools

- In both cases paperwork was removed from the house – often the planters had loaned money to those in rebellion and the rebels destroyed evidence of those loans/leases
- ‘Arms for the defence of my house’ – planters were legally obliged to have weapons and defend their lands
- Look at the cost of 700 sheep compared to the cost of fixing the house – a large house or much damage? Or were sheep not valuable?