

# COPYRIGHT DISPUTE OVER THE CATHACH (MANUSCRIPT ROOM)

## Suggested Learning Intentions

Pupils will be enabled to:

- think about and relate to a situation from different perspectives;
- demonstrate skills of working in groups;
- select Information;
- think critically before making a decision;
- learn how to relate to others;
- understand the connection between thought and action; and
- understand that any event, issue or idea has consequences on others and the environment.

## Suggested Learning and Teaching Activities

Read the e-book *'The Quarrel at Movilla'* and discuss what happened with the class using the following trigger questions:

- How can we tell that Finnian trusted Colm Cille?
- Why do you think Colm Cille copied the book secretly, in the dead of night?
- What happened when Colm Cille was caught out?
- Do you think Colm Cille was sorry for what he had done? Why?
- Why do you think Dairmuid, the High King of Ireland was called upon?
- What does legend say happened as a result of this incident?

## The Consequence Wheel

Introduce the concept of the Consequence Wheel. A consequence wheel helps pupils to reflect and think creatively by encouraging them to consider a range of possible 'consequences' to a particular event. It can be used as a whole class, in a small group or as individuals, depending on the ability and confidence of the pupils.

By using the consequence wheel pupils will be introduced to the concept of interdependence by reflecting on the possible consequences (positive or negative) of an event, idea or issue.

In the centre circle place the following statement:

- *Colm Cille copied Finnian's new manuscript*

In each outward section of the circle place one consequence of this statement. The consequence can be positive and/or negative from the perspective of the pupils completing the wheel. For example:

- *Finnian was angry*
- *There was now another beautiful book*
- *Dairmuid was called to settle the dispute*
- *Colm Cille had to hand over his copy*

A new 'consequence' is then suggested for each of the statements from the inner sections as the wheel works outwards. The statement can now be discussed from a range of perspectives and possible consequences to help pupils to consider their own actions and choices. For example:

- *Finnian lost trust in Colm Cille*
- *People began to believe that it was fine to copy someone else's work*
- *The incident became famous*
- *Colm Cille was angry*

Continue filling out consequences until the wheel is complete.

### Further Thinking

Use knowledge and insights gained from the use of the consequence wheel to decide on or justify ideas that relate to the pupils. For example, complete a consequence wheel using the following statement:

- *Annie forgot to learn her spellings so she cheated in her test*

Allow the pupils to work in groups to fill out this consequence wheel. Keep things moving at a steady pace by setting a time limit on filling out each space of the consequence wheel. This will help to ensure the pupils are interacting with each other. Finish with circle time drawing out issues of honesty, integrity, trust, hard work, envy and justice.

### Example of a Consequence Wheel

