GAELTRAIL

Contents

Introduction

This Thematic Unit has been designed to enable pupils of Key Stage 2 and Key Stage 3 to discover the origins of the Irish language, its spread, development and its impact. By engaging in the suggested learning activities it is hoped that pupils will gain an understanding and appreciation of the language as part of the shared heritage of our communities.

It is not possible to cover such a diverse and long period of time in detail. Instead the three contributory units help the pupils gain some perspective, knowledge and understanding of the language through a skills and enquiry based approach. There is evidence on the use of evidence in the planned activities.

The work within the units meets much of the statutory requirement for **WAU, PDMU** and **The Arts.** Suggested Learning intentions are given in regards to the focus learning points which are always an aspect of the story of the Irish language.

Connected Learning is indicated at the beginning of each unit as are the **Key Questions** which underpin the main learning. The theme will also engage the pupils in a diverse range of activities designed to ensure the use, development, practice and application of all the **Thinking Skill** and **Personal Capabilities** and the **Core Curriculum Skills for Key Stage 2 (and Key Stage 3).**

Where it was felt necessary some additional information has been provided for teachers to enable them to better facilitate and lead the learning.

UNIT ONE

The children will explore the origins, roots and spread of the ancient language across Britain to places where its influence is still obvious today. They explore evidence of its earliest appearance and use early alphabets and manuscripts as sources to extend their learning.

UNIT TWO

The children look for evidence of how the Irish language spread much further afield and investigate those responsible for "Irish on the move".

UNIT THREE

The children research surnames and place names and discover how these echo the Irish of the past. They learn how easy it is to find Irish in their own locality as part of our rich and shared cultural heritage.

ICON KEY

OPTIONAL ACTIVITY
This icon indicates an optional activity with additional content.

RESOURCE ONLINE
This icon indicates an online resource that supports the subject.

TEACHERS NOTES
This icon indicates teachers notes to support unit subject

OWL EXPLAINS
This icon indicates additional explanation of subject material

FROM THE BEGINNING

UNIT ONE FROM THE BEGINNING

SOME SUGGESTED LEARNING INTENTIONS:

Children will:

- Know and understand the origins of the word Celtic
- Know about the origins of the Irish language
- Understand how the language has changed overtime
- Know how Irish has been influenced by other languages
- Be able to identify where the Celtic languages have been, and are still, spoken
- Know how Christianity came to Ireland
- Be able to discuss how early Christians spread the Irish language
- Be able to sequence information about the development of the Irish language through history
- Be able to use maps to locate places connected to their study of Irish language

Key Questions

- What does the word Celtic mean?
- When was Gaelic/Irish first spoken?
- How did the language spread from its place of origin?
- Who spread the Gaelic/Irish language?
- What other languages influenced the Irish language?
- Where else in the world can we find evidence of the Irish language?
- What does the word Celtic mean to us now that we have studied the origins of the Irish language?
- Who were the Vikings? How did they influence Irish?
- Who were the Anglo-Normans? How did they influence the Irish?
- What words were borrowed from Latin into Irish?

CONNECTED LEARNING AND LINKS TO THE NORTHERN IRELAND CURRICULUM

WAU

- How they and others interact in the world
- Interdependence of people and the environment and how this has been accelerated over time by advances in transport and communications
- How place influences the nature of life
- Change over time in places
- Positive and negative effects of natural and human events upon a place over time
- Causes that effect the movement of people and animals
- Positive and negative consequences of movement and its impact on people, places and interdependence
- How change is a feature of the human and natural world and may have consequences for our lives and the world around us

PDMU

- Valuing and celebrating cultural difference and diversity

The Arts

Art & Design

- Engage with observing, investigating and responding to first hand experiences, memory and imagination
- Look at and talk about the work of artists, designers and craft works from their own and other cultures; appreciate methods used in the resource materials and use their appreciation to stimulate personal ideas and engage with informed art making
- Develop their understanding of the visual elements of colour, tone, line, shape, form, space, texture and pattern to communicate their ideas

- Use a range of media, tools and processes such as; drawing, painting, print making, malleable materials, textiles and 3D construction, selecting which is appropriate in order to realise personal ideas and intentions

Drama

- Develop their understanding of the world by engaging in a range of creative and imaginative role play situations

INTRODUCTORY ACTIVITY - WHAT DO I THINK?

This activity is designed to get children thinking about the Irish language and what it means to them. It engages children in discussing what they identify with the language and how it is viewed in their community.

The teacher should give the children with the template provided and perhaps use the Think Pair Share Strategy to allow the children to firstly consider their own personal responses before pairing up with a partner and then ultimately sharing their responses with a group or the whole class.

The teacher might wish to provide the children with a range of images, objects or even written ideas to help the children with the final part of the activity. In this activity the children are asked to consider what they associate the Irish language with.

This material could include which distinguish the two communities in Northern Ireland such as:

- Pictures of the Tricolour and of the Union flag or other flags
- Pictures of murals
- Images or equipment of different games like soccer, rugby or GAA games
- Football team jerseys for clubs like Celtic and Rangers
- Images of band parades

This list is not exhaustive but is given to illustrate the type of material which could be used. The idea here is to see at the outset prior to the learning the children are going to undertake, the preconceived notions and stereotyping that exists about the Irish language…on both sides of the community in Northern Ireland. The activity can be repeated at the end of work on the Unit to assess how ideas have developed and attitudes have changed as a result of learning.

Many elements of Scottish and Irish culture are common. These similarities can be seen in music, sports, cultural identity and experiences.

RED BLUE
Orange
Green

Template Introductory Activity - The Irish Language

What do I know about it?

What do I think about it?

Who do I think speaks this language?

What would I like to find out about it?

What other things do you associate with the Irish language?

☑ FACT or ☒ FICTION

In this activity the children are going to find out some facts about the Irish language that they may not know already. The idea is basic they will be given a series of statements which they should sort in to Fact or Fiction. The statements are provided here for the teacher to use with some basic information to support. The teacher should photocopy the statements and cut them up into single pieces of information and jumble them up for the children to sort.

The name of the Irish language is Gaeilge. ☐

There is no single word for 'yes' in the Irish Language. ☐

There is no single word for 'no' in the Irish Language. ☐

Irish came to the Island of Ireland before 300 BC. ☐

One of the biggest reasons for people stopping speaking Irish was The Famine (1845-1851). ☐

There are written records of Irish from as long ago as the early 400s or 5th Century. ☐

Most of the placenames, street names and townland names in Northern Ireland come from Irish. ☐

For hundreds of years Irish was the only language spoken by everyone who lived in Ireland and Northern Ireland...no other language was spoken! ☐

The Irish language can be found in many parts of the world including; the Americas, France, Wales, Scotland and others. ☐

People here spoke Irish long before they knew about or believed in God. ☐

Only people from the Catholic Faith speak Irish. ☐

No other language ever influenced the Irish Language. ☐

Irish is not spoken in schools in Northern Ireland. ☐

Irish was only ever spoken in the Republic of Ireland. ☐

There are no Irish signposts in Northern Ireland. ☐

People stopped speaking Irish long ago. ☐

There is no word for 'Saturday' or 'Sunday' in Irish just one word for 'weekend'. ☐

There are only Irish speaking communities or areas in the Republic of Ireland. ☐

The English Language is older than the Irish Language. ☐

UNIT ONE - WHERE DID IT ALL BEGIN?

In this unit:

We introduce the children to the origins of the Irish language the teacher should explain that Irish belongs to a family of languages known as the Celtic languages. The teacher could lead a brief discussion based on the word Celtic. This could include how do the children recognise this word today? What does it mean to them?

ACTIVITY ONE
MEET AND TEACH - THE CELTS

RESOURCE ONLINE

Check the resource link online.

The teacher should divide the class into groups of six (where possible). The activity should ideally be carried out in a gym hall or similar space. Each child in the group should be given one of the six cards provided. On each card there is a piece of information about the Celts.

The class should be asked to spread out into space in the hall. The teacher should direct the children to move freely around the space as they meet children with a different piece of information from theirs they should share and listen to each other's. The activity should be continued to allow the children to meet and teach each other using the cards for a suitable number of times.

When this has happened the teacher should group the children who have the same pieces of information together. The teacher should then provide the groups with this template.

The Celts were a very powerful ancient civilisation or group of people like the Romans, Egyptian, or others. They were feared warriors and they spread across much of Europe.

The Romans called the Celts- Celti (Latin) The Greeks called the Celts- Keltoi

By 51 BC Julius Caesar, an important Roman Emperor, had conquered them. The Celtic period was replaced everywhere as Latin took over.

In the year 390 BC they attacked the city of Rome causing much damage and killing many people.

It is thought that the Celts arrived in Ireland in about 1200BC.

The influence of the Celts and the Celtic tradition can still be seen today in the language, art and culture of several parts of Britain and Europe including:
- Scotland
- Isle of Man
- Wales
- Cornwall
- Brittany/ France

THINGS I NOW KNOW

QUESTIONS I HAVE

1

2

3

4

5

Activity two Track the Celts

OPTIONAL ACTIVITY

TEACHERS NOTES
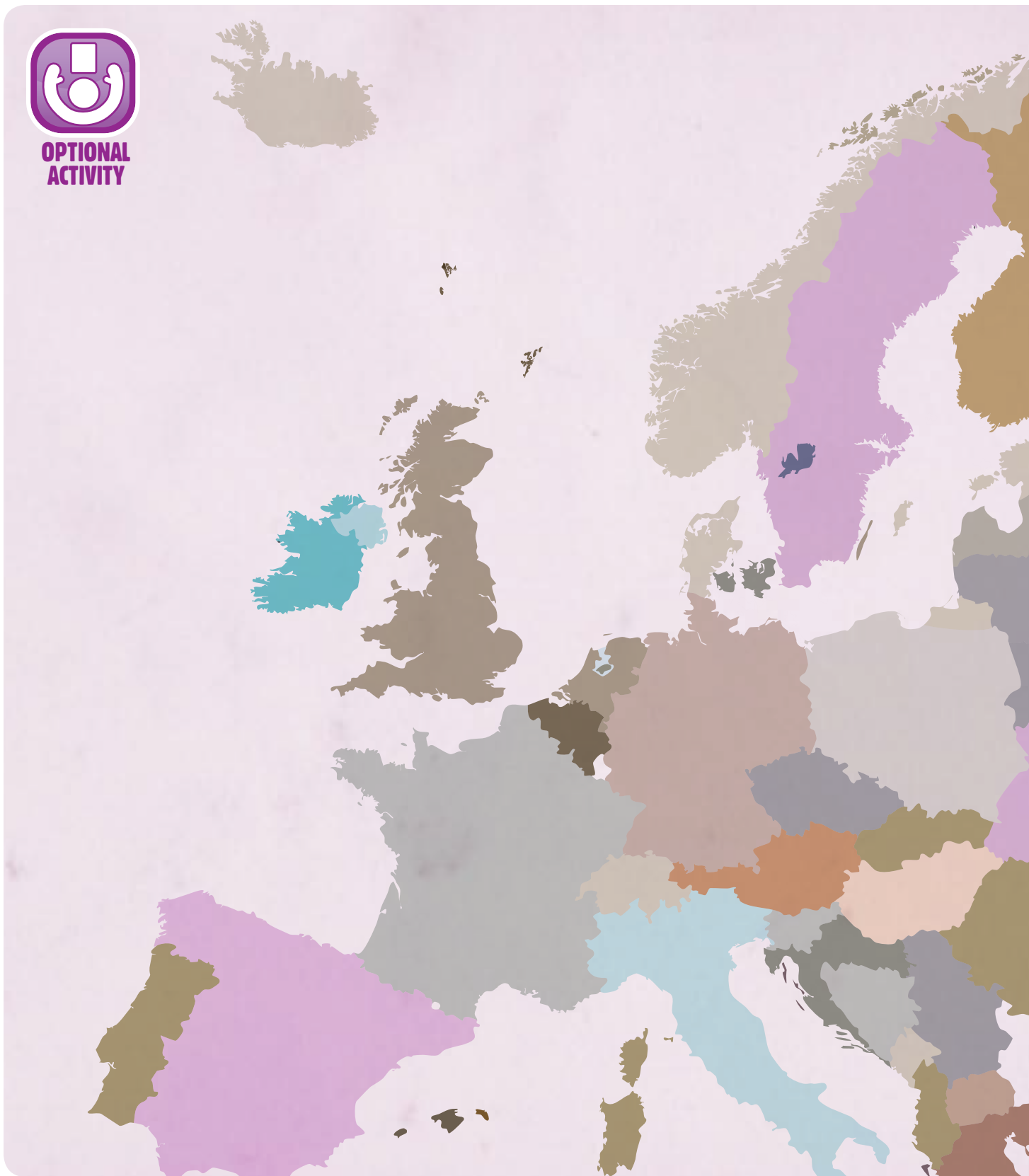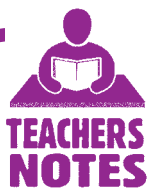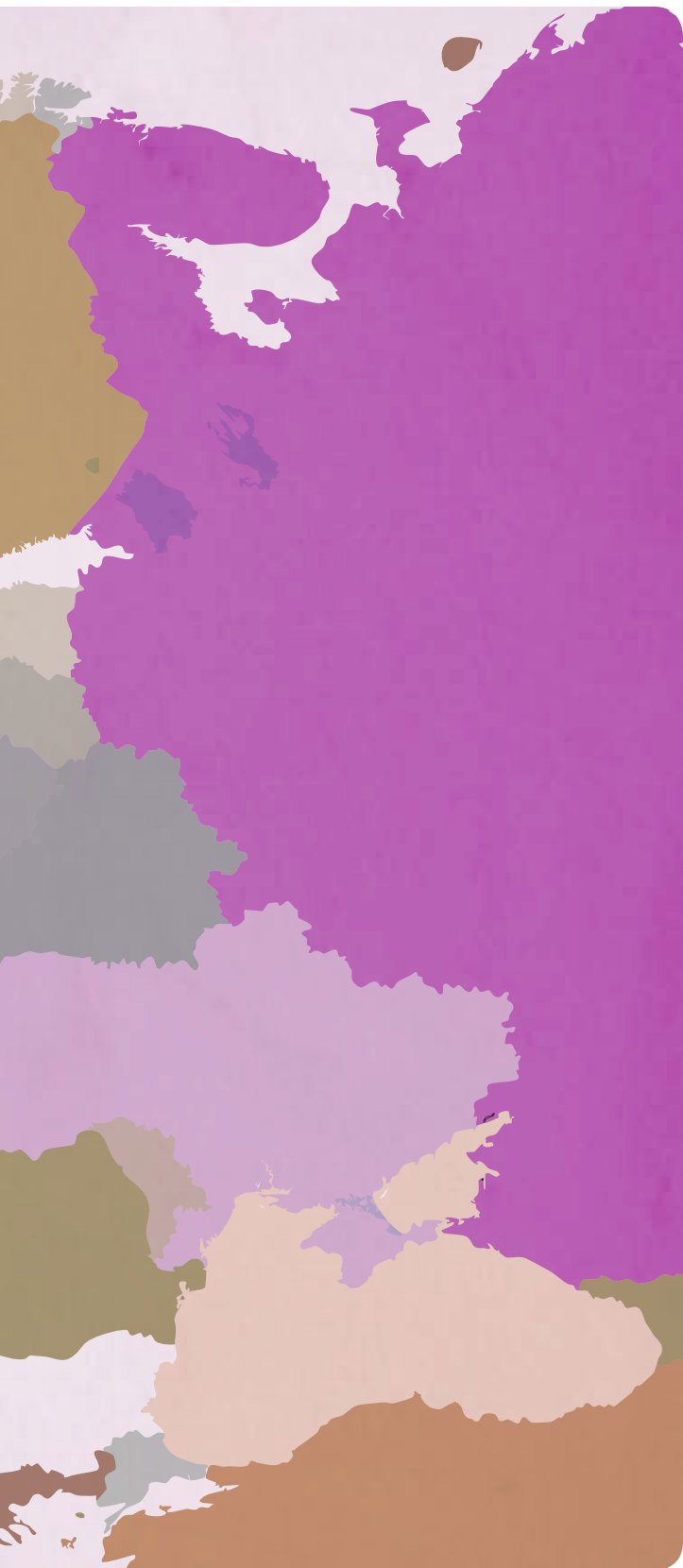
To help establish where the Celts came from the teacher should provide the children with atlases, maps, globes and access to the internet. The teacher should explain that the Celts came from Central Europe and lead the children as they explore and investigate maps of Europe, as we know it, to try to identify what we call this region today. For example some atlases may have a page called Central Europe or a search on the internet for Central Europe may provide the children with the names of certain countries making up Central Europe today.

The teacher should explain that this is the region the Celts came from but the countries we have today did not exist back then. The children could then trace, copy or print maps of Europe to detail where the Celts began and to display how they travelled or spread across Europe, Britain and Ireland.

The teacher should explain to the children that the influence of the Celtic tradition can be seen still today in the language, art and culture of several parts of Britain and Europe. These places should be clearly identified on the map. The children could make arrows to show how Celts spread across Europe. The class could be asked to find examples of Celtic designs or patterns and some of these could be used to show where evidence of the Celts can be found in Europe.

These places are:

Country	Language
Scotland	Scottish Gaelic
Isle of Man	Manx
Wales	Welsh
Cornwall	Cornish
Brittany	Breton
Northern Spain	Spanish/Castillian/Galician

ACTIVITY THREE - HEADLINERS

Children could be given the chance to research some well-known Celtic raids, such as:

■ the sack of Rome in 390BC
■ the attack on the Shrine of Delphi in Greece in 279BC.

The children could find a few more major raids. The teacher could lead the discussion about how these raids would be reported in newspapers today, looking at headlines only. The children should then be given time to create headlines from the time of the raids.

Headlines could be written from the two view points of the events. For example:

Terrifying Celtic Raiders Conquer Rome
from the Romans point of view.
*** We Sweep to Victory in Rome*** from the *Celts point of view.*
Opportunity to use Irish language
Where possible the headlines could be translated into Irish.

ACTIVITY FOUR - MEMORY GAME
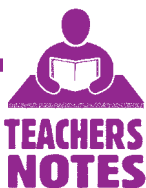
For this activity the teacher should divide the class into groups. Then somewhere in the room the teacher should provide a copy of the Ogham Alphabet for children to come to view. The teacher should ask each group to come to view the alphabet for about 10 seconds each. Then the teacher should explain the game:

- The children will take turns to come one at a time from their group to view the alphabet
- They will have a set time perhaps 20-30 seconds, to memorise the alphabet
- They will then return to their group and try to recall what they saw
- This should be recorded on a large sheet by another group member
- There will be a set time for this part of the activity as well, perhaps 1 minute
- Then another child will come from each group and so on…

When the children are clear on the rules the teacher should let them have time to discuss and plan their strategy for the game.

- The teacher should encourage them to consider how to approach memorise the alphabet and ask leading questions…for example; if it would be wise for the children to try to remember the whole alphabet.
- The teacher should allow the children to devise their own strategy.
- The teacher will oversee the activity, timing each part.

When the every child in the group has seen the alphabet and recalled their piece the teacher should display each group's work and compare them with the real alphabet to see which group worked best. This is a good opportunity to allow groups to assess their own work and any difficulties or problems they had with the task.
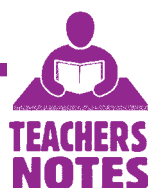
ACTIVITY FIVE - CHISELLING CELTIC CODES

Here is a simple copy of the Ogham Alphabet:

B
L
V
S
N

H
D
T
C
Q

A
O
U
E
I

M
G
NG
Z
R
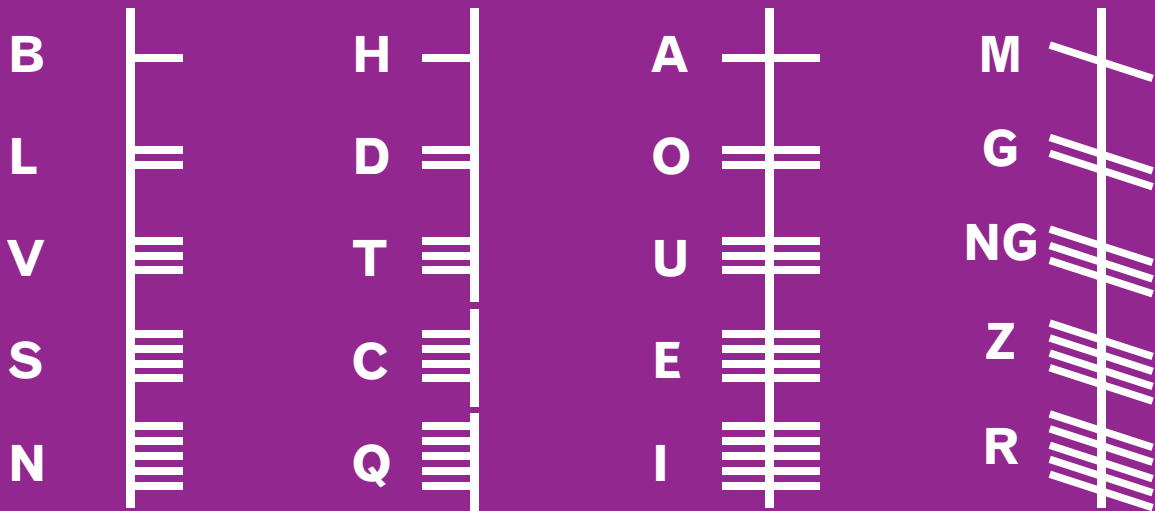
The teacher could lead the class in a discussion about what the Ogham Inscriptions might have been, as most of them were names inscribed on stone. Suggestions might include gravestones or markers for areas of land ruled by certain people. (However there is no archaeological evidence to suggest Ogham stones were gravestones).

The children could then write their own names using the Ogham alphabet.

They could create a short/basic family tree for their family using Ogham names to name their family members.

To expand they could create codes and messages to be translated by others.

They could translate the headlines from the Headliner activity into Ogham.

Names of places in the locality could also be translated and sign posts created in Ogham, written on sign posts.

To extend the children could use clay to create their own Ogham Stone inscribed with their name.

Can you translate this ancient message found in a celtic child's school book?
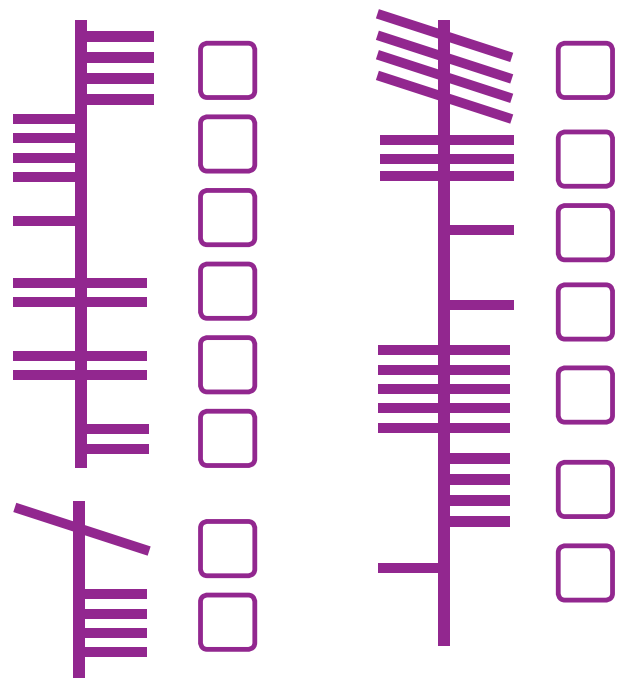
GAELTRAIL

The Gael Trail logo has Ogham hidden it. Can you tell what it means?

432AD St. Patrick & Christianity Arrives

TEACHERS NOTES

When Patrick arrived in Ireland, traditionally said to be in 432, he brought Christianity and with it Latin, the language of the Church. The use of the Roman alphabet for writing Irish begins. Many Irish words, which have been translated into English, exist from this time especially to do with religion. It is from these times that early manuscripts exist which contain some of the earliest records of Irish...the monks made little notes and even wrote poems in Irish on the sides of the Latin manuscripts. Created by monks the most famous examples can still be seen today and include the Book of Kells and the Book of Leinster.

ACTIVITY SIX - PICTURE IT

To introduce this activity the children should revise or learn a little about St. Patrick and how he came to Ireland.

The teacher should provide the children with short pieces of text describing early monastic settlements so that the children can find out what they looked like. Images could also be provided showing archaeological evidence from early monastic sites.

The children should have time to make notes from the text to gather information about what these settlements looked like. Then the teacher should allow the children either as individuals or in pairs or groups to create a picture to illustrate what they think a monastic settlement might look like.

If the class need it the teacher could supply them with one image to start their picture with. This could be placed on a large sheet and the rest of the settlement drawn around it.

Then when they are finished the children could compare and contrast their work with images of how a monastic settlement did look.

Examples of monastic settlements in the locality could be found and a map created of Northern Ireland or Ireland to show where some of the Early Christians settled.

Opportunity to use Irish language

The images created by the children could be labelled using the Irish words which came into Irish at this time and which are shown on the table. For example;

■ Eaglais- Church
■ Reilig- Cemetery
■ Sagart- Priest

ACTIVITY SEVEN - CELTIC ART

The Book of Kells and the Book of Leinster are two wonderful examples of the illustrated gospels created by early Christian monks.

They are examples of Celtic Art.

The children should have time to find out about and research these books. Although written in Latin some of the manuscripts do have notes on the sides made in Irish.

The teacher should ask the class if they have seen Celtic designs on sale anywhere; on a day trip or on holidays. These places should be discussed.

RESOURCE ONLINE

Check the resource link online.

The teacher should provide the children with some example, images of Celtic goods or Celtic patterns and designs to use as stimuli for the next part of the activity which extends the art work.

The children should be allowed to create a painting, drawing, clay model painted tile or reproduction on fabric of Celtic designs and patterns. These should all be displayed along with titles to show where these goods might be found for sale.

These should include: Ireland, Scotland, Scottish Islands, Wales, Isle of Man, Brittany, Cornwall, Northern Spain and other regions which are confirmed by research.

Plenary Activity

To conclude the learning and as a means of recording and displaying some of the information the children have gathered the lesson could be rounded up by using the "The Twitter Board. The teacher could create "A Twitter Board" in the classroom either on a traditional wall display or electronic flipchart. Children could have time to write up "Tweets" . These could consist of questions they have about the monastic settlements or the life of the monks or alternatively they could be short records of new learning from the activity. The teacher could also use this idea to extend the activity by asking the children what sort of questions or comments they would twitter the Celtic monks if they could.

ACTIVITY EIGHT- WE HAVE A NEW ALPHABET!

The Unical Alphabet and Gaelic Script

The children should be given time to copy and write in the style of the Gaelic Script. They could translate codes and messages they wrote earlier in Ogham to the Uncial Alphabet.

They could design name plaques or school signage using the alphabet.

They could compare and contrast the alphabet with our modern alphabet and record similarities and differences.

abcdefghi
jklmnopqr
stuvwxyz
ABCDEFGh
ijKLMNOP
qRSTUVW
XYZ

Book of Kells types style

ABCDEF
ghijklm
nopqRst
uvwxyz

Unical alphabet.

These script styles were hand written and therefore were variable in style. The people who created them were likely monks called scribes who were highly educated compared to the general population of that time. The purpose of their work was to create books like the **Book of Kells** to help promote Christianity throughout Ireland. Search online for more information on the Book of Kells and Uncial Script.

ACTIVITY NINE - TRAVELLERS' TIMELINE

1200BC | Celts arrive in Ireland bringing their language with them.

432AD | St. Patrick and Christianity arrive. Writing in Latin begins. Some Latin words are borrowed into Irish.

500AD | Irish speaking people begin to establish settlements in Scotland.

550AD (circa) | St Colmcille's mission to Iona brings Irish to the Island.

790s | Norsemen or Vikings arrive in Ireland. Although they settled their language had little influence in Irish except for some place names.

825AD | Some Viking names mainly for selling goods or seas faring have been borrowed over into Irish.

843AD | Picts and Irish speaking Scots unite to be called Scotti in what we now call Scotland.

1014AD (11th CENTURY) | Brian Boru defeats the Vikings at the Battle of Clontarf. Irish speaking or Gaelic speaking peoples are independent.

The Anglo-Normans arrive and some words from their languages of English and French are borrowed over into Irish. | **LATE 12th CENTURY**

The Battle of the Boyne fought between two rival claimants of the English, Scottish, and Irish thrones. | **1690**

Irish begins to decline as English starts to be used as the language of the government. | **17th CENTURY**

National Schools are established. English is the language used in these schools as the main language. This adds to the decline of Irish. | **1831**

It is estimated that there are 4 million Irish speakers in Ireland | **EARLY 19th CENTURY**

The Great Famine. The population of Ireland is halved due to death and emigration. Most of these people were Irish speakers. | **1845**

By the early 1900s Irish was no longer the official language of Ireland and English was dominant.

To consolidate their learning about early Irish the children will close this Unit with a Timeline sorting activity. The Information has been provided for teachers to photocopy, cut out and give to children who can complete the activity in groups, pairs or as individuals.

Note: there is some work done later in the Thematic Unit on the influence of the Anglo-Normans and Vikings on the Irish language. For now their influence has been mentioned in the Timeline.

The teacher should explain for the purpose of this activity that when invaders come to a country some of their words or language can become part of the language of the place they invade.

So it was with Irish so we have words "borrowed-over" from the language of invaders such as the Vikings or the Anglo-Normans.

TEMPLATE INTRODUCTORY ACTIVITY

The Irish Language

WHAT DO I THINK ABOUT IT NOW?

WHAT DO I NEED TO FIND OUT NOW?

WHO DO I KNOW SPOKE THIS LANGUAGE?

WHAT DO I KNOW ABOUT IT NOW?

What other things do you associate with the Irish language now?

UNIT TWO
IRISH ON THE MOVE!

CHRISTIANITY AND THE SPREAD OF IRISH LANGUAGE

SOME SUGGESTED LEARNING INTENTIONS:

Children will

- Know that the Irish language has been spread around the world because of the spread of Christianity
- Know that the Irish language has been spread around the world because of emigration of native Irish speakers
- Understand the causes of emigration throughout history
- Be able to identify evidence to support historical facts and argument
- Understand how language can be used as a historical source
- Use maps to locate places and trace journeys
- Be able to compare and contrast using historical sources, their own research and images
- Understand how deductions and conclusions can be drawn from evidence
- Know how cultures language and heritage can impact other countries
- Use ICT to exhibit learning and to represent information
- Know which countries Irish speakers emigrated to
- Be able to identify similarities and differences between cultures

Key Questions

- Who helped the spread of Irish across the world?
- How and why did Irish speakers travel from Ireland?
- How did events like the Famine impact on the Irish language?
- What was the experience of emigrants travelling from Ireland around the world?
- Where our descendants of Irish speakers found in the world today?
- Where is the influence of the Irish language evident in the wold today?

In this unit:

In this Unit the children will learn about the Irish language as it has been taken around the world from Ireland by early Christians such as Colmcille. They will explore historical evidence to debate and decide if other early Christians such as St. Brendan the Navigator took Irish to the shores of America.
They will see how waves of emigrating peoples down through time have taken Irish with them to influence the language, cultures, history and life of other nations, with particular focus on USA.

CONNECTED LEARNING AND LINKS TO THE NORTHERN IRELAND CURRICULUM

WAU

- How they and others interact in the world
- Interdependence of people and the environment and how this has been accelerated over time by advances in transport and communications
- How place influences the nature of life
- Change over time in places
- Positive and negative effects of natural and human events upon a place over time
- Causes that effect the movement of people and animals
- Positive and negative consequences of movement and its impact on people, places and interdependence
- How change is a feature of the human and natural world and may have consequences for our lives and the world around us

PDMU

- Valuing and celebrating cultural difference and diversity
- Initiating, developing and sustaining mutually satisfying relationships

The Arts

Art & Design

- Look at and talk about the work of artists, designers and craft works from their own and other cultures; appreciate methods used in the resource materials and use their appreciation to stimulate personal ideas and engage with informed art making
- Develop their understanding of the visual elements of colour, tone, line, shape, form, space, texture and pattern to communicate their ideas
- Use a range of media, tools and processes such as; drawing, painting, print making, malleable

materials, textiles and 3D construction, selecting which is appropriate in order to realise personal ideas and intentions

Drama

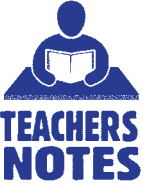- Develop their understanding of the world by engaging in a range of creative and imaginative role play situations
- Develop a range of drama strategies including freeze frame, tableau and hot seating.

Music

- Listen and respond to their own and others' music making, thinking about, talking about and discussing a variety of characteristics, within music they create, perform or listen to

ST COLMCILLE/ST COLUMBA

St Colmcille and the Picts

In the middle of the 6th Century Colmcille set off on his mission to bring Christianity to the Picts. He converted the Picts of Iona to Christianity and established a monastic settlement on the island of Iona.

The early Christians from Ireland established settlements in Scotland including an Irish speaking colony in Argyll. Irish speaking people continued to colonise parts of Scotland up until 843 AD when the Picts and Irish speaking Scots eventually created a Union. These people were known as the Scotti. Also in the 6th Century the King of Ulaidh conquered the Isle of Man.

Link to BBC Documentary on Colmcille

To begin to get an understanding of how early Christian monks sailed from Ireland and took the Irish language with them the children could have time to explore the range of material that exists for the life of Colmcille. This includes:

- Documentaries
- Websites
- The Colmcille Trail

Using some of this material the children could create the script for a short travel documentary about Colmcille and his voyages. Alternatively the teacher could provide them with some information about Colmcille and they could create a fact file. The teacher should help the children understand that the spread of Christianity in these islands also brought about the spread of the Irish language.

ACTIVITY ONE - SETTING SAIL

Many of us have been told that Columbus discovered America despite the fact that there is much evidence to suggest that the Vikings were there many hundreds of years before him. There is also in the world of myth and story the idea that early Irish speaking Christian monks traversed the Atlantic and did in fact sail as far as America. The two best known saints of this time of expansion of the early church and travel are St. Columba/ Colmcille and St. Brendan. (Around early 500's).

St. Brendan is called 'The Navigator' and he sailed the seas from Island to island to bring Christianity to the people he encountered. It has been told that he made a great journey for many years and on returning told of a very different land he had found. He set off to sail west again and was never heard of again. This was all thought to be the stuff of myth or legend.

However some things began to be noticed. In the New England and Nova Scotia areas of America an Indian tribe called the Algonquins had an unusually high number of children with light pigment in their skin. They had high numbers of lighter and red haired children. Most striking was the similarities between many Algonquin words and Gaelic/Irish words of that time (the early 500's) the language of Brendan. Did he make it across the Atlantic? Here is the list of some words which the Algonquin and Gaelic of Brendan's time have in common:

Algonquin		Gaelic of Brendan's era		Algonquin		Gaelic of Brendan's era	
Amoskeag [River]	One who takes small fish	Ammo-iasgag	Small fish stream	Monad	Mountain	Manadh	Mountain
Cohas [Brook]	Pine tree	Giuthas [pronounced the same as Cohas]	Pine tree	Munt [Hill]	People [Indians]	Muintear	People
Merrimack [River]	Deep fishing	Mor-riomach	Great depth	Nock	A suffix found in names of hills and mountains	Cnoc	Hill, or rocky outcropping

TEACHERS NOTES

The teacher should retell the story of Brendan the Navigator to the children. The children and teacher should identify 5 key questions to ask about Brendan. These could include:

- When did he live?
- Where did he sail?
- What would his boat look like?
- Who sailed with him?
- Where do we think he sailed to?
- What evidence is there of his journey's?

The children could then be divided into groups to find some key information to answer the questions about Brendan. The object of this activity is to create an Evidence Board about Brendan and his journeys.

Children could be asked to illustrate their research about Brendan either by downloading or drawing their own images.

The key questions could be displayed on the Evidence Board and short answers, illustrations, pieces of evidence found could all be posted on the board.

The children could read and discuss the sheet of words which are similar to Algonquin and Irish/Gaelic. They could consider if this is evidence for their board as well.

Once the children have gathered enough evidence they should think about and discuss the question.

** Do we think St. Brendan made the journey to America? **

Lead by the teacher the children could come to their conclusion and this could all be displayed on the Evidence Board. The class may agree that there is enough evidence to suggest Brendan and his monks or some monks did make it to America. Or they may disagree or they could think that the evidence is inconclusive.

Extension Activities
Once research has been collated about St. Brendan pupils could use this to support a hot seating session of St. Brendan. Pupils could take turns to be the interviewers, the saint or some of his fellow monks.

Opportunity to use the Irish language
Using images of landscape scenes of the American country side children could write brief descriptions of their locality pretending to be an Algonquin tribe member. The description should include examples of the words which cross over from Algonquin to Irish.

ACTIVITY TWO - FOLLOWING BRENDAN'S FOOTSTEPS

In this activity:

In this activity the children are going to compare and contrast the experience of 4 different Irish speaking emigrants who left Ireland at different times from early Christian to the present day.

The idea of the activity is that the children are given:

- The piece of communication the emigrant sent home on arrival
- A picture of what they saw when they arrived
- An image of their method of transport

Firstly the children must sort these pieces to evidence to identify 4 different characters or emigrants. So the teacher should photocopy the resources and jumble them up and present them to the class to allow them to try to match up the emigrant with their associated images and piece of communication.

They should have time to compare and contrast the evidence they have been given to identify similarities and differences between the experiences of those who have emigrated from Ireland throughout the years and at different momentous occasions.

The resources have been provided for the teacher.

Emigrant 1 - MONK:

- **Letter**
- **Images of America on arrival**
- **Image of native American people**
- **Images of currach modern and old**

Emigrant 3 - TITANIC SURVIVOR

- **Letter**
- **Images of America on arrival**
- **Image of native American people**
- **Images of currach modern and old**

Emigrant 2 - - FAMINE

- **Letter**
- **Images of America on arrival**
- **Image of native American people**
- **Images of currach modern and old**

Emigrant 4 - YOU:

- **Text**
- **Jumbo Jet**
- **New York skyline**

This is a curragh the type of ship St Brendan the Navigator might have used to travel to American.

The monks would have interacted with the native American people.

EMIGRANT 1 - MONK

Dear fellow monks

I can hardly believe we sailed for what seemed a lifetime and we have arrived safely on dry land. The people here are strange they do not speak our language or us theirs but we are trying to teach each other some useful words. Their drawings and paintings are so similar to ours. You can see the copy of an eagle and an Orca whale I have copied. The countryside is very beautiful and the weather much better than ours. It is so much easier to grow our food here. I do not believe that we will ever sail back as it was a miracle we got here at all. The seas were so rough I thought they would swallow us up. I do not know if this letter will ever reach you but I am sending it with five of our brothers who are going to try to make it back to you. May God be with them and you.

Br. Aloyisus

Br Aloyisus tells stories of his travels to a strange new world.

Scenes like this would have been commonplace during the famine. For thousands fleeing to America was the only way to survive.

Sail ships like this were often referred to as 'coffin ships' because the journey was a great ordeal and many perished.
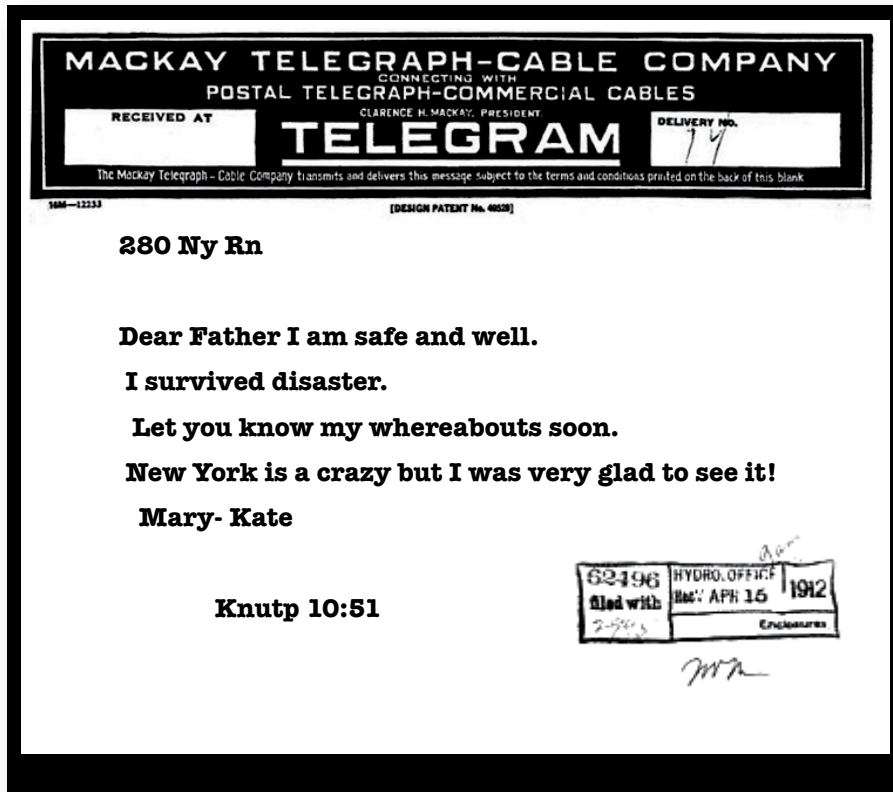
A letter home from a famine emigrant highlight the dangers of their journey.
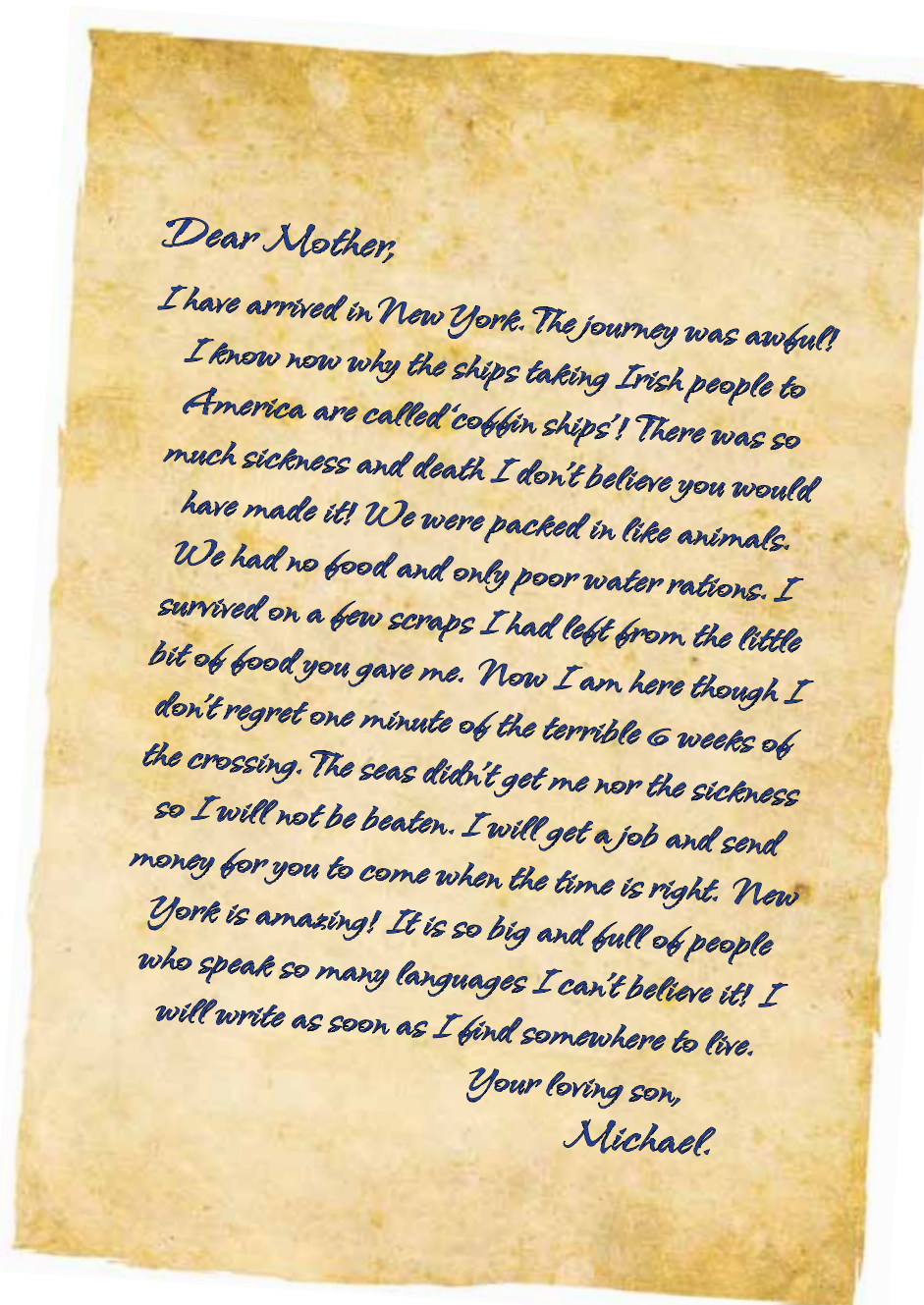
Dear Mother,

I have arrived in New York. The journey was awful! I know now why the ships taking Irish people to America are called 'coffin ships'! There was so much sickness and death I don't believe you would have made it! We were packed in like animals. We had no food and only poor water rations. I survived on a few scraps I had left from the little bit of food you gave me. Now I am here though I don't regret one minute of the terrible 6 weeks of the crossing. The seas didn't get me nor the sickness so I will not be beaten. I will get a job and send money for you to come when the time is right. New York is amazing! It is so big and full of people who speak so many languages I can't believe it! I will write as soon as I find somewhere to live.

Your loving son,
Michael.

EMIGRANT 2 - FAMINE

EMIGRANT 3 - TITANIC SURVIVOR

MACKAY TELEGRAPH-CABLE COMPANY
CONNECTING WITH
POSTAL TELEGRAPH-COMMERCIAL CABLES
RECEIVED AT
CLARENCE H. MACKAY, PRESIDENT.
TELEGRAM
DELIVERY NO. 14
The Mackay Telegraph - Cable Company transmits and delivers this message subject to the terms and conditions printed on the back of this blank
[DESIGN PATENT No. 40539]

280 Ny Rn

Dear Father I am safe and well.
I survived disaster.
Let you know my whereabouts soon.
New York is a crazy but I was very glad to see it!
Mary- Kate

Knutp 10:51

62496 filed with HYDRO. OFFICE REC'V APR 15 1912 Enclosures

Survivors from the Titanic disaster pictured on their rescue ship, 'The Carpathia'.

"All the News That's Fit to Print."
The New York Times.

TITANIC SINKS FOUR HOURS AFTER HITTING ICEBERG;
866 RESCUED BY CARPATHIA, PROBABLY 1250 PERISH;
ISMAY SAFE, MRS. ASTOR MAYBE, NOTED NAMES MISSING

Headlines from the disaster in the New York Times

The skyline of New York

Orange 3G 19:47

Messages **Free iPhone 5** Edit

Just arrived at airport. So excited!

Good stuff. Take care

Don't forget to text Dad.

Hi Mum! Flight brill!! All food and drink free!! Amazing!! In taxi with Janet. Will call when we get to hotel xxxx

Send

Modern day travel

EMIGRANT 4 - YOU

ACTIVITY THREE- EMIGRANT ENQUIRY LINE

Once the children have researched emigration they should consider what life might have been like to arrive in a new country where you did not speak the language. They should discuss and list some of the difficulties people might have encountered. They could create lists of useful words and phrases which emigrants might have needed on arrival in English speaking countries like America.

Opportunity to use the Irish language

The list of useful words or phrases could be written in Irish and the English translation provided as a guide for Irish speaking emigrants.

Extension Activity

Children could pretend to be an Irish speaking emigrant and then they could write a letter home detailing the difficulties encountered due to the language barrier. This could include the use of some Irish words as in the Postcard Activity earlier.

To develop **PDMU** the children might also explore how this experience is reflected in the Newcomer children who come to join our schools from across Europe. They could interview newcomer children if possible and find out how they travelled from their country and what were the most difficult aspects of not speaking the language of the country to which they have moved.

Activity - Where in the world (Extension Activity)

Children should have time to plan a survey or a questionnaire which they could use at home on family or extended family members to discover if anyone from their family has emigrated and if so where they have gone. Results and findings could be displayed using relevant graphs and visually on maps of the world. The teacher should provide the class with the following statement;

Today over 70 million people worldwide claim to be descended from Irish ancestors.

The teacher should lead the class as they explore evidence of connections in America, Australia and England. The children could create a database of Irish place names which are found in these countries. They could research the most frequently occurring Irish surnames in these countries. They could create a blog to inform other pupils of their findings.
They could research famous people with Irish Ancestry and make short biographies based on their lives.

Examples could include American presidents such as:
- Andrew Jackson
- Andrew Johnson
- Chester Alan Arthur
- Grover Cleveland
- William McKinley
- Theodore Roosevelt
- John Fitzgerald Kennedy
- Barack Obama

Famous actors include:
- John Wayne
- Maureen O'Hara
- Liam Neeson
- Daniel Day Lewis
- Victoria Smurfit

SOME SUGGESTED LEARNING INTENTIONS:

Children will

- Know how most of our place names derive from Irish
- Know the meanings of place names or elements of place names
- Understand how place names are changed overtime
- Be aware that Irish is part of our shared heritage
- Understand that Irish is spoken through the use of place names
- Know some common Irish names
- Know how Irish surnames are formed

Key Questions

- How were places named in Irish?
- Do Irish place names still survive?
- What elements of Irish place names can we identify?
- What are the meanings of Irish place names or elements of place names?
- How were Irish surnames derived?
- What common Irish surnames do we have?
- What is my name in Irish?
- What Irish names do we know about?
- What Irish language do we already use?

CONNECTED LEARNING AND LINKS TO THE NORTHERN IRELAND CURRICULUM

WAU

- How they and others interact in the world
- How place influences the nature of life
- Features of and variation in places, including physical, human, climatic, vegetation and animal life.
- Change overtime in places

PDMU

- Valuing and celebrating cultural difference and diversity
- Initiating, developing and sustaining mutually satisfying relationships.

The Arts

Art & Design

- Collect, examine and select resource material to use in the development of ideas
- Use a range of media, materials, tools and processes….. selecting which is appropriate in order to realise personal ideas and intentions

Drama

- Develop their understanding of the world by engaging in a range of creative and imaginative role play situations
- Develop a range of drama strategies including freeze frame, tableau and hot seating.

Music

- Listen to and respond to their own and others music making, thinking about, talking about and discussing a variety of characteristics within music that they create, perform or listen to.

In this unit:

They are also encouraged to develop the Core Curriculum Skills of Communication and Using ICT and the Thinking Skills and Personal Capabilities.

TEACHERS NOTES
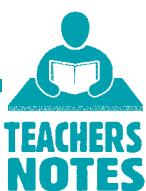
The majority of place names we know and use on a daily basis are of Irish Origin. These names survived the decline of the Irish language because they were an integral part of the administrative system by which Ireland, North and South were governed.

During the 1830s the first complete survey of Irish town lands was held by the Ordnance Survey. A man called John O'Donovan walked much of Ireland gathering the town land names and place names. He gathered thousands of place names and standardized the English spellings of these. These are the names which are still in used today.

Before O'Donovan the earliest list of Irish names is Ptolemy's Geography of Ireland from the 2nd century AD, which named mostly some tribes and rivers. Two ancient river names are the Bann and the Boyne each thought to be named after a pagan goddess.

'Bann'
- An Bhanna -
meaning the white river

'Boyne'
- An Bhoínn -
meaning white cow

After Ireland became Christian new names were coined from Latin especially for ecclesiastical sites. One word very commonly used is Cill from the Latin cella which meant church, monastery or graveyard.

The name Shankill in Belfast, for example, is derived from the Irish Seanchill which means 'old church'.

'Shankill'
- Seanchill -
meaning Old Church

Many place names are also derived from places of defence such as a fort. Elements of names derived from these forts include; Rath, lios, dun, cathair and caiseal. 'Lios' is common in parts of Ulster. Examples included:

'Lisnaskea'
- Lios Na Scéithe -
meaning fort of the shield

'Lisbellaw'
- Lios Béal Átha -
fort of the mouth of the ford

The Vikings also left their mark on Irish places names especially on the eastern coast of the island. Examples include:

'Strangford'
meaning Fjord of the strong currents

'Carlingford'
meaning Fjord of the hag shaped rock

Waterford, Wexford and Wicklow are town and county names derived from this time. The most common term which originates from Irish settlements is 'Baile' which has been anglicised as 'Bally'. This probably came into use after the 12th Century when the Anglo Normans began to influence the Irish language.

'Ballymena'
- An Baile Meánach -
meaning the middle town.

We are surrounded by wonderful place names, names full of history, meaning and relevance. The teacher might like to share some of this information with the children.

ACTIVITY ONE- WHAT'S IN A NAME? - PLACE

The object of this activity is to let the children see how many common elements exist for our place names and to discover that all of these derive from Irish.

The teacher should provide the children with a selection of maps and atlases which show place names of Northern Ireland. The children should be given time to work in groups to identify names with common elements. For example names such as;
Bally- Ballycastle, Ballymena, Ballymoney
Dun- Dungiven, Dungannon, Dunloy

Alternatively the children could create a data collection sheet with elements of place names to be recorded. These include; **Dun, Bally, Kill, Knock, Port, Ard.**

Once the children have had time to record these place names they should create tables or graphs to display their findings. To extend the activity the teacher could use Ordnance Survey maps, or ask the children to carry out a survey at home, to find local town land names or street names which have these elements in them. Again the findings from this data collection could be displayed graphically.

Next the teacher should provide the children with the translation sheet for the place names and the children should have the opportunity to see how many place names for towns, rivers, lakes or town lands they can identify as having origins in the Irish language.
They should try to translate the anglicised versions back to Irish or alternatively explain the meanings of towns, rivers, lakes or town lands using the translation sheet.

The children could trace maps of Ireland or Northern Ireland or make local maps and write on the translated names.

In towns children could explore street names to see if they can identify street names which contain the elements of Irish names or which are named after places which have Irish names. Names of Districts of cities can also be explored in the same way. (Or they could use old Street Directories.)

The children could pick some places with which they are familiar, these could include, streets, towns, places of natural beauty, parks or shopping centres from their locality. They could rename these places using the translation sheet. They could create their own names for these places and then translate them into Irish versions.

Many Irish poets including Kavanagh frequently use place names and town land names in their writing. The children could use the place names and town land names from their locality to create poems made up of the Irish name, the meaning of the place name and the anglicised version of the place name. They could include short descriptions of the geographical setting or landscape in the poem too.

TRANSLATIONS OF PLACE NAMES	
Bally	**Baile Meaning Town**
Dun	**Dún Meaning Fort (Made With Stone)**
Lis	**Lios Meaning Ringfort (Made From Wood)**
More	**Mór Meaning Big**
Ard	**Ard Meaning Height**
Kill	**Cill Meaning Church Yard**
Knock	**Cnoc Meaning Hill**
Port	**Port Meaning Harbour**
Drum	**Droim Meaning Ridge**
Carrick	**Carraig Meaning Rock**
Magh	**Maigh Meaning Plain**
Cluan	**Cluain Meaning Pasture**

Art & Design Activity

The Children could paint or draw representations of the translated versions of place names or town land names.

For example;
Carrickmore- An Charraig Mhór - The Big Rock

These could be used to create a collage of place names or used to illustrate a large wall map. Children could also draw or paint the name of a place or town land and other children could try to work out which place the drawing or painting represents. Many local Historical Societies exist in Northern Ireland. A local historian could be brought in to the school and interviewed to find out about the names of the locality.

The Place Name Game!
The aim of this game is to use Irish elements of place names to create new and imaginary names. The teacher should help the children see that many Irish places are named by using:

- People's Names
- Physical Features in the landscape
- Names of plants or trees
- Animal names
- The words for big or small
- Colours

The children could work in groups. The teacher could provide each group with a copy of the translation sheet which shows how many names have been created from these elements.

Each group should also be given large sheets of paper and a dice.

Each child should have a chance to throw the dice. When the dice is thrown the child should record the number thrown and then throw for a second time and record this. They are then going to use the numbers they have recorded to create a new and imaginary Place Name.

To do this they use the following formula:

- If you throw a 1 pick a Person's name as part of your place name.

- If you throw a 2 pick a Physical Feature as part of your place name.

- If you throw a 3 pick a name of a plant or tree as part of your place name.

- If you throw a 4 pick an animal as part of your place name.

- If you throw a 5 pick either the word for big or small as part of your place name.

- If you throw a 6 pick a colour as part of your place name.

The children should be given time to choose the elements of their place name and they should then record the new name they have created on the large sheet. Once this has been done an appropriate number of times the children should share their names with the class.

Other children could then translate the new names which have been generated by the game. The names could be used to create imaginary maps for imaginary parts of an Irish Speaking area or region. Again some of the activities from earlier could be repeated such as representing the names by drawing them.

ACTIVITY TWO- WHAT'S IN MY NAME? SURNAMES

TEACHERS NOTES
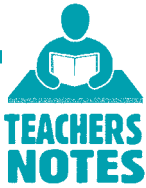
The Irish were among some of the first people in Europe to use hereditary surnames. Families then usually took the name of a well-known or important ancestor.

Prefixes for Irish names

- O' meant grandson of
- Mac meant son of
- Nic and Ní meant daughter of

Through time both came to mean 'descendant of'. O'Neill, O'Brien and O'Cleary are some of the oldest hereditary surnames in Europe. Any single Gaelic name can have a large number of English forms. There forms have been created by translations and derivations being made down through the centuries. They can be very different from the name as it started out in its Irish/Gaelic form. Many Surnames in Northern Ireland come from Irish/Gaelic. Some from Irish Gaelic and many from Scottish Gaelic depending on our ancestors.

First the children should have the opportunity to translate their names into Irish if they do not already know the translation of their name. One website to help is **www.ireland101.com**

Next the children are going to create a family tree to show 2 or 3 generations of their ancestors. They are going to use the common prefixes of Mac and Ó, Ni, Nic and Uí to show who's who on their tree. An example has been provided.

Cé thusa? *(pronounced Kay Hussa?)*
Literally, Who are you? What is your name?
Is mise - *(pronounced iss misha)*
Literally, I am, my name is ....

This is to help the children grasp the concept of the hereditary naming. Using websites such as www.ulsterancestry.com the children should research the origin of their family name. (Although this may not always be possible)

The children could also carryout research into common surnames of their locality or their school. They could carry out a survey to collect data on surnames in the school to find out the five most common. These could be translated into the Irish and some research done to try to discover where the names derived from.

Alternatively the children could research some common names from History or Folklore like; O'Neill, O'Brien, MacDonald, McQuillan. They could find out where the name came from or where it is popular. Research could be carried out to discover popular names in each Northern Irish County and they could be displayed on a map along with their Irish translations and origins of the name.

Children could listen to the story of Cú Chulainn and how he got his name. They could then write a short story based in legend about how they got their name or create a name they would like to have and write a short legend as to how they were given that name.

To extend the activity children could research their family crest (see also: heraldry, coat of arms) using a website such as **www.allfamilycrests.com** or a search engine. They could create new versions of their family crest o modernise their family crest. These crests could be displayed along with their names and translations of their names and any accompanying research they have discovered. The crests could be created, digitally, traditionally or in 3D using clay.

Opportunity to use the Irish language
The children could learn how to say 'my name is'…. in Irish.

Family Tree

```
        Seán Ó Muiris ──────── Síle Uí Mhuiris
                         │
        ┌────────────────┼────────────────┐
   Aodhán Ó Muiris   Treasa Ní Mhuiris   Dónall Ó Muiris
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        Seán Mac Muiris ──────── Síle Mhic Mhuiris
                          │
        ┌─────────────────┼─────────────────┐
  Aodhán Mac Muiris   Treasa Nic Mhuiris   Dónall Mac Muiris
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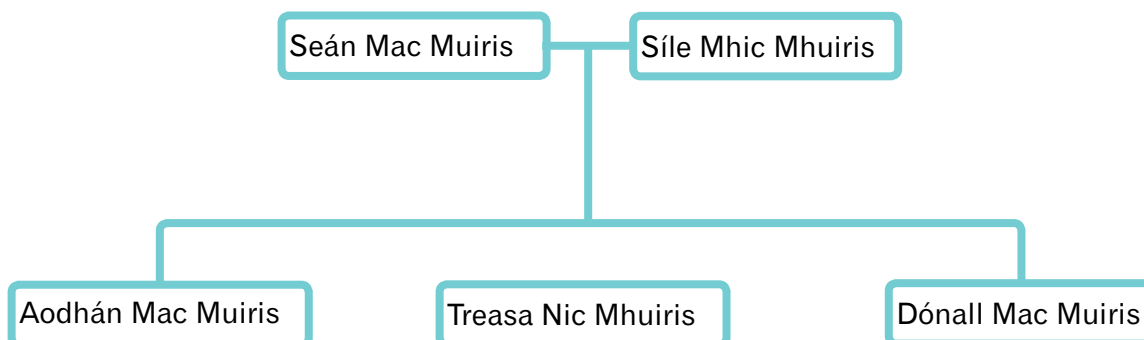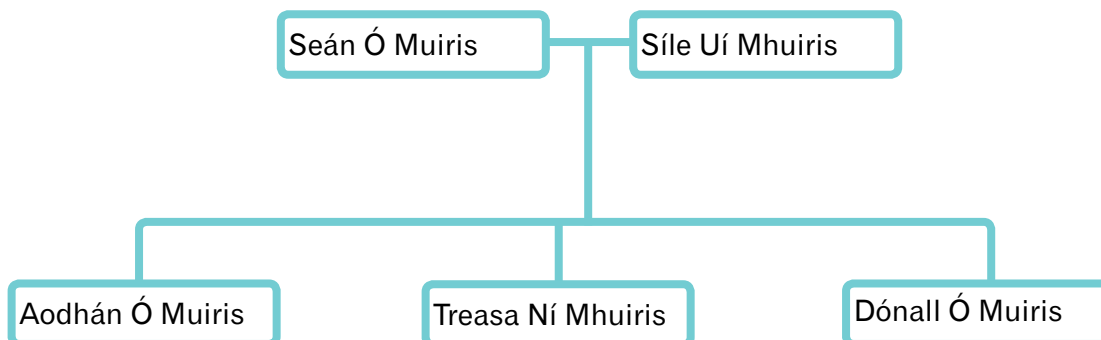
Ó names

Ó = Means grandson of, taken to mean descendent

Uí = Wife of

Ní = Daughter of

Mac names

Mac = Son of

Mhic = Wife of

Nic = Daughter of

ACTIVITY THREE- EXPLORING FIONN & FOLKLORE

RESOURCE ONLINE

BBC's Paul Martin talks about the Giant's Causeway and its folklore in this Youtube clip.

Giant's Causeway, N. Ireland

http://youtu.be/XTEBxxJ6MUw

The teacher should source a story about Fionn Mac Cumhaill (Finn Mac Cool). The children could also research Fionn. A detailed description for the teachers use can be found at
www.ballycastle.info/info/finnmaccool

The children could research how Fionn got his name and they could locate all the places linked to Fionn on maps. They could write Irish Translations for the relevant place names or research their Irish Translations.

Places linked to the story include:
- The Giants Causeway
- Lough Neagh
- Isle of Man
- Cushendall
- The Glens of Antrim

The children could extend this investigation into other stories from folklore including:
- Oisín and Tír na nÓg
- The Children of Lir

The children could explore the relevance of Irish names or place names in these stories. They could locate the places mentioned on maps they have already created. They could include them on maps they might already have made. They could compare and contrast the story of how Fionn built the Giants Causeway and the real scientific explanation for the creation of the basalt columns. They could decide which version they like best.

To extend the children could draw or illustrate the stories from folklore. They could create power points to show what names, place names or other elements of the Irish language they found in stories.

They could use drawings or illustrations to create short animations of the stories from Folklore.

ACTIVITY FOUR- BEFORE AND AFTER

This is a PDMU activity during which the children should be helped to explore and articulate their initial perceptions of the Irish language and if any of those perceptions have now changed now after the work they have engaged in.

The teacher can lead this discussion on a whole class basis or children can work individually or in groups whichever is most appropriate.

The children should have the chance to articulate their thinking to see if their perceptions have been changed by their work to date. The teacher could help the children see that the Irish language is part of our shared History, Culture and Folklore and is not a political or sectarian symbol.

To extend and develop this, and in communities where it is appropriate the children could explore the variety of languages being spoken in their school and areas by Newcomer families. They could make a list of all the languages now being spoken in Northern Ireland and discuss the impact of having Newcomer children in our schools and communities.

ACTIVITY FIVE - WHAT ELSE DO WE SHARE?

In this activity the children should be helped to understand that our cultures are made up of our languages, music, dance, folklore, literature and much more. They could explore one or two musical instruments which are shared across our communities and reflective of our shared heritage.

For example they could find out about;
- The Bodhrán
- The Lambeg Drums
- The Fiddle
- The Accordion
- The Bagpipes
- Uilleann pipes

They could interview older family members about the dances they used to do or the dance halls they used to go to.

They could learn short pieces of Irish or Scottish Dancing or a short piece of both. They could talk to Newcomer children about dances or instruments which come from their cultures and learn short pieces or steps from these. They could listen to music from both communities and identify the instruments they have learned about.

Suggested Final Review Activity

To review and consolidate the work of this Unit the children are going to create an Art Spiral. This can be done as an individual activity using an A3 sheet or as a group activity a larger A1 or A2 sheet. The teacher should draw a large spiral template on the paper. The children should then write and draw on the spiral to represent all their learning to date.

For example they might use Ogham or Unical alphabet to write headlines of important dates and events in the origins and spread of Gaelic/Irish.

They might decorate the spiral with some Celtic Drawings and designs. They could also make small drawings related to the monks and monastic settlements.

Once the work has been done the teacher or children can cut along the spiral line until it opens up. The Spirals can be hung to display a record of the children's learning.

Alternatively in groups or as individuals the children should have time to think about and discuss all their learning from the theme. They should reflect again on the word Celtic and talk about and record what it now means to them.

As a round -up of all their learning they could create a large mural or collage to depict all the elements of the Irish language which they have learned about. This could be displayed for other children or parents and teachers to come to see.

A Celtic Celebration Day could be organised and held to showcase the learning.

Notes

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