

NAME: _____ DATE: _____
HISTORY: The Celts and the Iron Age

HISTORY

The Celts and the Iron Age

It is not necessary to carry out all the activities contained in this unit.

Please see *Teachers' Notes* for explanations, additional activities, and tips and suggestions.

Theme	The Celts and the Iron Age.
Level	A1 – B1
Language focus	vocabulary, word identification, grammar, use of student's own language.
Learning focus	Using History textbooks and accessing curriculum content and learning activities.
Activity types	Matching, word identification, structuring sentences and text, cloze, multiple choice, reading comprehension, categorising vocabulary, recording learning, developing a learning resource.
Acknowledgement	Extracts from <i>History Revision for Junior Certificate</i>. Desmond O' Leary. Gill & Macmillan. We gratefully acknowledge Gill & Macmillan for the right to reproduce text in some of these activities.
Learning Record	A copy of the Learning Record should be distributed to each student. Students should: <ol style="list-style-type: none">1. Write the subject and topic on the record.2. Tick off/date the different statements as they complete activities.3. Keep the record in their files along with the work produced for this unit.4. Use this material to support mainstream subject learning.

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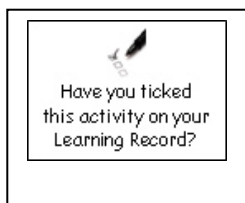
HISTORY: The Celts and the Iron Age

Making the best use of these units

- **Introduction** should ensure that students understand **what** they are doing and **why**. Many students will have some difficulty in understanding both the language in the activity and the instructions/purpose for carrying out the activity.
- You can create your **personal teaching resource** by printing these units in full and filing them by subject in a large ring binder.
- **Encourage students to:**
 - Bring the relevant **subject textbooks** to language support class. It does not matter if they have different textbooks as the activities in these units refer to vocabulary and other items that will be found in all subject textbooks. These units are based on curriculum materials.
 - Take some **responsibility for their own learning** programmes by:



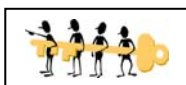
Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.



Recording what they have learnt on the **Learning Record**, which should be distributed at the start of each unit.



Keeping their own **files** with good examples of the work produced in language support for different subjects and topics. This file will be an invaluable **learning resource** in supporting mainstream learning.



Indicates that answers may be found at the end of the unit.

Don't forget that many of the activities in these units are suitable as **homework** tasks, for **self-study**, or for use in the **subject classroom** with the agreement of the subject teacher.

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Keywords

The full list of keywords for this unit is as follows:

Nouns

archaeologists
army
artefacts
battle
Brehons
cattle
Celts
chariots
combat
craftsmen
crops
druid / druids
enemy / enemies
Europe
festivals
graves
Greeks
hillforts
Ireland
jewellery
kings
kingdom
ornaments
Provinces
ringfort / ringforts
Romans
shields
slaves
society
spears
stone / stones
swords
warrior / warriors

walls
weapons
writers

Verbs

to be (were)
to bury (buried)
to excavate (excavated)
to wear (wore)
to fine (fined)
to write (wrote)
to fight (fought)
to believe (believed)
to conquer (conquered)
to create (created)
to be able to (could)

Adjectives

Celtic
earthen
religious
Roman
single

Other terms (Irish words)

tuath (kingdom)
rí (king)
rath (ringfort)
Aos Dána (people with special skills)
deirbhfhine (relationship)
ogham (type of alphabet)

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Vocabulary file 1

This activity may be done in language support class or in the mainstream subject classroom.

Word	Meaning	Word in my language
druid		
craftsman		
society		
slaves		
festival		
cattle		



Get your teacher to check this and then file it in your resource folder so you can use it in the future.

NAME: _____ DATE: _____
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Vocabulary file 2

This activity may be done in language support class or in the mainstream subject classroom.

Word	Meaning	Word in my language
crops		
warrior		
combat		
army		
to bury		
to conquer		



Get your teacher to check this and then file it in your resource folder so you can use it in the future.

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Vocabulary file 3

This activity may be done in language support class or in the mainstream subject classroom.

Word	Meaning	Word in my language
to believe		
to create		
to be able to		
chariot		
religious		
earthen		



Get your teacher to check this and then file it in your resource folder so you can use it in the future.

NAME: _____ DATE: _____

HISTORY: The Celts and the Iron Age

Level: All

Type of activity: Whole class

Focus: vocabulary, spelling,
dictionary, categorising
vocabulary

Suggested time: 10 minutes

Activating students' existing knowledge

Use a spidergram to activate students' ideas and knowledge on the key points in this chapter. See **Teachers' Notes** for suggestions.

Possible key terms for the spidergram:

Iron Age society

druids

craftsmen

- Invite students to provide key words in their own languages.
- Encourage dictionary use.
- Encourage students to organise their vocabulary into relevant categories (e.g. meaning, nouns, keywords, verbs etc.).



Students should record vocabulary and terms from the spidergram in their personal dictionaries.

NAME: _____ DATE: _____
HISTORY: The Celts and the Iron Age

Level: A1
Type of activity: Pairs or individual

Focus: vocabulary, spelling, dictionary, singular and plural
Suggested time: 30 minutes

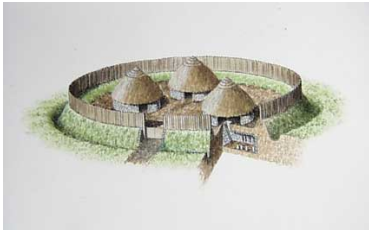
Working with words - Tick the correct answer

1



- a) teacher
- b) druids
- c) bones
- d) trees

2



- a) stone
- b) ringfort
- c) tools
- d) spears

Singular and plural

Write the singular or plural of these nouns. Be careful about spelling!

Singular	Plural
warrior	
	crops
	stones
chariot	
army	

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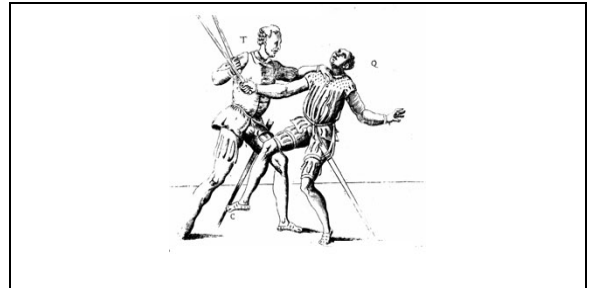
Level: A1
Type of activity: Pairs or individual

Focus: vocabulary, basic sentence structure, question forms, collective nouns
Suggested time: 30 minutes

Picture sentences - Tick the correct answer

1.

- a) This is a combat
- b) This is a schoolbag
- c) These are bones



2.

- a) This is jewellery
- b) These are people
- c) These are shoes



3.

- a) This is an excavation
- b) These are weapons
- c) This is a slave



Asking questions ? ? ?

Change some of the sentences above into questions.

Is this _____ ?

Is this _____ ?

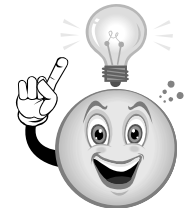
Is this _____ ?

Are these _____ ?

Are these _____ ?

Are these _____ ?

Now write your own questions about the Celts:



We use 'this' for single things.
We use 'these' when talking about more than one thing.

Why do we say 'This is jewellery'?

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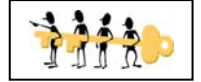
Level: A1 / A2

Type of activity: Pairs or individual

Focus: word identification, vocabulary, sentence structure

Suggested time: 20 minutes

Odd One Out



Circle the word which does not fit with the other words in each line.

Example: chair desk book **train**

1. druid priest cat religious
2. combat warriors sun warfare
3. chariot car bus school
4. spear religion sword shield

These three words sound very similar where, were and wear. Say each word. What do they mean?

Write a sentence containing each of these words:

where _____

were _____

wear _____



Are all these words in your personal dictionary?



NAME: _____ DATE: _____
HISTORY: The Celts and the Iron Age

Level: A2 / B1
Type of activity: Individual

Focus: categorising key
vocabulary, structuring sentences
Suggested time: 40 minutes

Hidden History keywords

Fill in the missing letters of the keywords listed below.
On the line beside each word, write whether the word is a noun, an adjective or a verb.

1. e_emi_s _____

2. b_t_le _____

3. c_a_io_ _____

4. w_i_e_s _____

Find each word in your text book. Put each word into a short sentence.

1. _____

2. _____

3. _____

4. _____



Check that these keywords are in your
personal dictionary.



Have you ticked
this activity on your
Learning Record?

Level: A1 / A2
Type of activity: Pairs or individual

Focus: key vocabulary, pronunciation, spelling
Suggested time: 20 minutes

Unscramble the letters



1. A person's wealth was measured by the number of CTTAEL

Answer _____

2. These people settled disputes BERSNOH

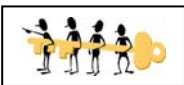
Answer _____

3. These are larger than ring forts HIFLLROST

Answer _____

4. Celts were WRARIROS

Answer _____



Look at each word as you write the answer.

Is your spelling correct?

Can you pronounce the word?

Do you know what the word means?

Have you got this word in your personal dictionary?



Solve the secret code

English=	A	C	D	E	F	I	N	M	O	Q	R	U
Code=	B	X	Y	F	G	Q	R	O	L	E	A	W

example: EAWYFRA = STUDENT

XLREWFA: _____

NAME: _____ DATE: _____
HISTORY: The Celts and the Iron Age

Level: A2 / B1
Type of activity: Pairs or individual

Focus: reading comprehension, extracting meaning from text, vocabulary
Suggested time: 30 minutes



Completing sentences

Fill in the blanks in these sentences. Use words from the Word Box below.

1. Celts first entered Ireland about 600 BC. The last groups arrived about the time of Christ.
2. Some groups travelled directly from mainland _____ while others came through Britain.
3. The _____ were Europe's finest ironworkers and their iron weapons enabled them to overwhelm the earlier bronze-using peoples.

The Tuatha

1. Celtic _____ consisted of many tiny kingdoms called Tuatha.
2. Each tuath had its own Rí (king) who was elected from and by a group of close relations called a _____.
3. Disputed elections often caused civil wars and sometimes led to the establishment of new _____.

Word Box

Ireland	Celts	tuatha
Europe	deirbhfhine	



What do you know about these words?

tuatha

Rí

deirbhfhine

Level: A2 / B1
Type of activity:
Individual

Multiple choice

Focus: key vocabulary, topic information, reading comprehension, multiple choice
Suggested time: 30 minutes

(Read the text below and choose the best answers)

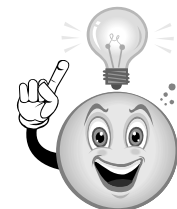
Text on the Celts:

Social Classes



1. Each tuath contained distinct social classes.
2. There was the king and his family who controlled the land.
3. They let out the land to farmers who were freemen and who paid rent in cattle and food.
4. The warriors and farmers had slaves to do the heavy work.
5. There were also craftsmen such as smiths, carpenters and metalworkers.
6. The Aos Dána or learned classes were very important.
7. They included Brehons (judges), filí (poets), doctors and historians.
8. Members of the Aos Dána spent a long time training at special schools.
9. They learned by heart all the lore of their professions. Celts did not write down information in case the manuscripts got lost and nobody remembered what had been written.

1. What contained distinct social classes?
a) burial customs b) kings
c) schools d) each tuath
2. Who controlled the land?
a) children b) animals
c) the king d) boys
3. What did the slaves have to do?
a) heavy work b) drink
c) washing d) swimming
4. Were there also craftsmen among the Celts?
a) Yes b) No
5. What is the term for smiths, carpenters and metalworkers?
a) warriors b) craftsmen



Write a list of the social classes in the tuath.

King

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Level: A2 / B1

Type of activity: Pairs / small groups

Focus: extracting and organising information from a text

Suggested time: 40 minutes

Writing

Look at the text on page 14 again and fill in the information on this grid:

Who?	What did they do?

Write a summary of the text in your own words. Write approximately 50 words.

Title: _____



Get your teacher to check this, then file it in your folder so you can use it in the future.

NAME: _____ DATE: _____
HISTORY: The Celts and the Iron Age

Level: All
Type of activity: Individual

Focus: key words, dictionary work, sentence structure
Suggested time: 30 minutes

Grammar points

In this Unit, we came across the following prepositions.
Look through your textbook to find these words. Check the meanings in your dictionary.

Write a short sentence using each preposition.

of _____

out _____

in _____

after _____

on _____

with _____

to _____

for _____



Which prepositions on this page indicate place or position?

Which prepositions indicate time?



Don't forget to put this in your resource folder. You will need it again.

NAME: _____ DATE: _____
HISTORY: The Celts and the Iron Age

Level: All
Type of activity: Individual

Focus: regular and irregular verbs, categorising vocabulary
Suggested time: 30 minutes

Grammar points

In this Unit, we came across the following verbs:

- to believe
- to wear
- to conquer

Look up these words up in your dictionary and fill in the box below.

Verb	Present Tense	Past Tense
to believe		
to wear		
to conquer		



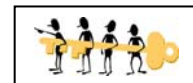
To wear is an irregular verb. You should have a place in your file to record irregular verbs. What other irregular verbs do you know?

Adjective Hunt

Circle 10 adjectives in these columns. Score 4 points for each correct answer. Who will score the highest? Perhaps you will. Good luck!

wooden
house
numerous
school
Celtic
important
book
great
Ireland
Europe

people
fought
ancient
man
women
village
large
tall
ugly
dry



Score: _____ points

NAME: _____ DATE: _____
HISTORY: The Celts and the Iron Age

Alphaboxes

Level A1 and A2

Using your textbook, find one word beginning with each of the letters of the alphabet.
Write the word in the relevant box. You could also write the word in your own language.

a	b	c
d	e	f
g	h	i
j	k	l
m	n	o
p	q	r
s	t	u
v	w	xyz

Do you understand all these words?



Get your teacher to check this, then file it in your folder so you can use it in the future.

Word search



Level: All levels

Find the words below. When you have found all the words, write each word in your own language.

G R
D A N A
W E R E U C
J U H W M E N T
C E L T I C I S V R
E B A T T L E X M Y J T
E V R I N G F O R T S K U L
O B R E H O N S U O G H A M R T
I C E L T S W A R R I O R S W E D Y
I A R T E F A C T S P B C A T T L E B X
R F W E A P O N S B X F E R D I A I K D
J I H I L L F O R T S N D R U I D S
Z D E P C R A F T S M E N G S M
S T M C H A R I O T S S H U
C O K I N G D O M E I X
U J M E N E M I E S
I G R O M A N V
Z T H A I R
H X T H
M K

ARTEFACTS	DRUIDS
BATTLE	ENEMIES
BREHONS	HILLFORTS
CATTLE	KINGDOM
CELTIC	OGHAM
CELTS	RINGFORTS
CHARIOTS	ROMAN
CRAFTSMEN	WARRIORS
DANA	WEAPONS
	WERE

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Play Snap

Make Snap cards with 2 sets of the same keywords. See *Notes for teachers* for ideas about how to use the cards.



Celtic	Celtic
Romans	Romans

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enemies

enemies

hillforts

hillforts

Ogham

Ogham

NAME: _____ DATE: _____
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alphabet

alphabet

combat

combat

women

women

NAME: _____ DATE: _____
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society

society

craftsmen

craftsmen

army

army

NAME: _____ DATE: _____
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Answer Key

Odd One Out = cat, sun chariot, religion

Letter Scramble = cattle
Brehons
hillforts
warriors

Secret Code = conquer

Completing Text =

1. Celts first entered Ireland about 600 BC. The last groups arrived about the time of Christ.
2. Some groups travelled directly from mainland Europe while others came through Britain.
3. The Celts were Europe's finest ironworkers and their iron weapons enabled them to overwhelm the earlier bronze-using peoples.

The Tuatha

1. Celtic Ireland consisted of many tiny kingdoms called Tuatha.
2. Each Tuath had its own Rí (king) who was elected from and by a group of close relations called a deirbhfhine.
3. Disputed elections often caused civil wars and sometimes led to the establishment of new Tuatha.

(History revision for Junior Certificate, page 8)

Multiple Choice = d, c, a, a, b

Grammar Points = wooden, numerous, Celtic, important, great, ancient, large, tall, ugly, dry

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Word Search:

 G R
 D A N A
 W E R E U C
 J U H W M E N T
 C E L T I C I S V R
 E B A T T L E X M Y J T
 E V R I N G F O R T S K U L
 O B R E H O N S U O G H A M R T
 I C E L T S W A R R I O R S W E D Y
 I A R T E F A C T S P B C A T T L E B X
 R F W E A P O N S B X F E R D I A I K D
 J I H I L L F O R T S N D R U I D S
 Z D E P C R A F T S M E N G S M
 S T M C H A R I O T S S H U
 C O K I N G D O M E I X
 U J M E N E M I E S
 I G R O M A N V
 Z T H A I R
 H X T H
 M K