

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
HISTORY: Irish Cultural Revival

# HISTORY

## Irish Cultural Revival

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.

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

## Making the best use of these units

- **At the beginning of the class**, make sure that students understand **what** they are doing and **why**. ‘We are doing the exercise on page (12) to help you to remember key words / to help your writing skills / to help with grammar’ etc.
- 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.

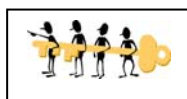


Recording what they have learnt on the **Learning Record**, which should be distributed at the start of each unit.



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.

- 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.



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

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**HISTORY: Irish Cultural Revival**

**Keywords**

The list of keywords for this unit is as follows:

**Nouns**

army  
backwardness  
beliefs  
Catholic Church  
Catholics  
clubs  
community  
competition  
culture  
decline  
drama  
emigration  
games  
journalists  
language  
League  
legends  
literature  
members  
myths  
nationalism  
national schools  
newspapers  
nineteenth century  
plays  
poets  
police  
policemen  
pride  
progress  
prosperity  
Protestants  
revival  
rules  
soldier  
theatre

themes  
writers

**Verbs**

to ban  
to believe  
to buy  
to copy  
to decline  
to develop  
to emigrate  
to emphasise  
to establish  
to found  
to halt  
to lay down  
to learn  
to organise  
to protect  
to recruit  
to regard  
to restore  
to revive  
to slow  
to speak

**Adjectives**

anglo-Irish  
backward  
Catholic  
cultural  
English  
equal  
foreign  
Gaelic  
Irish

Irish-speaking  
massive  
modern  
national  
native  
nineteenth  
political  
proud  
successful

**Adverbs**

directly  
especially  
gradually  
most  
normally  
rapidly  
slowly

**Proper names**

Abbey Theatre  
Arthur Griffith  
Douglas Hyde  
Eoin MacNeill  
Gaelic Athletic Association (GAA)  
Irish Republican Brotherhood (IRB)  
Lady Gregory  
Michael Cusack  
Sinn Fein  
W.B. Yeats

**Irish names**

feiseanna  
oireachtais

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
HISTORY: Irish Cultural Revival

### Vocabulary file 1

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

| Word            | Meaning | Word in my language |
|-----------------|---------|---------------------|
| beliefs         |         |                     |
| Catholic Church |         |                     |
| culture         |         |                     |
| decline         |         |                     |
| emigration      |         |                     |
| literature      |         |                     |



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: Irish Cultural Revival

### Vocabulary file 2

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

| Word         | Meaning | Word in my language |
|--------------|---------|---------------------|
| nationalism  |         |                     |
| revival      |         |                     |
| themes       |         |                     |
| to ban       |         |                     |
| to develop   |         |                     |
| to establish |         |                     |



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: Irish Cultural Revival

### 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 restore     |         |                     |
| Anglo-Irish    |         |                     |
| cultural       |         |                     |
| foreign        |         |                     |
| Irish-speaking |         |                     |
| native         |         |                     |



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: Irish Cultural Revival**

**Level:** all  
**Type of activity:** whole class

**Focus:** vocabulary, spelling,  
dictionary, writing  
**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:

**culture**

**emigration**

**legends and myths**

- 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.).

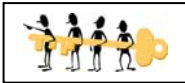


Students should record vocabulary and terms from the spidergram in their personal dictionaries.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
**HISTORY: Irish Cultural Revival**

**Level:** A1  
**Type of activity:** pairs or individual

**Focus:** vocabulary, spelling, dictionary  
**Suggested time:** 30 minutes



### Working with words

#### 1. Tick the correct answer



- a) this is a battle
- b) this is a Catholic church
- c) this is a coat
- d) this is a sail



- a) this is a river
- b) these are British soldiers
- c) this is a pencil
- d) this is a sharpener

#### 2. Find these words in your textbook.

Write your own explanation for these words. Then write the word in your own language. Use your dictionary if necessary.

| Word       | Page in textbook | Explanation | In my language |
|------------|------------------|-------------|----------------|
| culture    |                  |             |                |
| legend     |                  |             |                |
| literature |                  |             |                |
| revival    |                  |             |                |



Check that these key words are in your personal dictionary.



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
HISTORY: Irish Cultural Revival

Level: A1  
Type of activity: pairs or individual

Focus: vocabulary, basic sentence structure  
Suggested time: 30 minutes



## Picture Sentences

### 1. Tick the correct answer

- a) This is a railway station.
- b) These people are emigrating.
- c) This is a theatre.



- a) This is a tram.
- b) These are books.
- c) This is a national school.



- a) This is a nationalist newspaper.
- b) This is a fruit.
- c) This is a computer speaker.



### 2. Put these words in the correct order to form sentences.

people emigrated Ireland from many

---

decline Irish there language was a in the

---

many poets and playwrights now Irish famous are

---

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**HISTORY: Irish Cultural Revival**

**Level:** A1/A2  
**Type of activity:** pairs or individual

**Focus:** word identification, vocabulary  
**Suggested time:** 20 minutes



**Odd One Out**

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

*Example:*    *apple*    *orange*    *banana*    **taxi**

Catholic                  French                  Protestant                  Muslim

poem                  novel                  play                  TV

school                  swimming pool                  theatre                  library

establish                  found                  begin                  finish

2. Find these words in your textbook. Then put them in short sentences in your own words. Use a dictionary if necessary.

to ban \_\_\_\_\_

to decline \_\_\_\_\_

to establish \_\_\_\_\_

to recruit \_\_\_\_\_

to revive \_\_\_\_\_



Check that these key words are in your personal dictionary.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
HISTORY: Irish Cultural Revival

Level: A2 / B1  
Type of activity: individual

Focus: key vocabulary, writing  
descriptive text  
Suggested time: 20 minutes



### History Keywords

1. 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.

p\_li\_e \_\_\_\_\_

n\_ti\_e \_\_\_\_\_

l\_ngu\_g\_ \_\_\_\_\_

wr\_t\_rs \_\_\_\_\_

2. Write as many words as possible related to **culture**. You have 3 minutes!

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**Level:** A1 / A2  
**Type of activity:** pairs or individual

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



### Unscramble the letters

1. This was the language of Ireland IRSIH  
**Answer** \_\_\_\_\_
  
2. Thousands of people... EMIGARDET  
**Answer** \_\_\_\_\_
  
3. This was called the Gaelic... LEGAEU  
**Answer** \_\_\_\_\_
  
4. A traditional Irish sport HULRIGN  
**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 | V | S | T | U |
| Code=    | B | X | Y | F | G | Q | R | O | L | E | A | W |

example: (code) EAWYFRA = STUDENT (English)



**RBAQLF =**

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NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

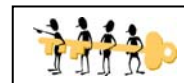
**HISTORY: Irish Cultural Revival**

**Level:** A2 / B1

**Type of activity:** pairs or individual

**Focus:** reading comprehension, extracting meaning from text, vocabulary

**Suggested time:** 20 minutes



**Completing sentences**

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

The decline of the Irish language.

The Irish \_\_\_\_\_ declined rapidly during the nineteenth century. There was massive \_\_\_\_\_ of \_\_\_\_\_-speaking people. The \_\_\_\_\_ Church and the national schools emphasised that English was the language of progress and \_\_\_\_\_. Many people regarded Irish as a sign of backwardness.

**Word Box**

|            |          |            |
|------------|----------|------------|
| emigration | language | prosperity |
|            | Irish    | Catholic   |

**Word building.**

When we know one word we can often make more words. For example:

**declined** to decline (verb), the decline (noun), declining (adjective)

Look at these words from the text and see how many words you can make with them. Use your dictionary to help you.

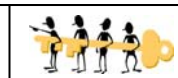
|                   |  |
|-------------------|--|
| <b>emphasised</b> |  |
| <b>prosperity</b> |  |
| <b>emigration</b> |  |

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**HISTORY: Irish Cultural Revival**

**Level:** A2 / B1  
**Type of activity:** individual

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



**Multiple choice**

*Read the text below and choose the best answers.*

The *GAA*

The *Gaelic Athletic Association (GAA)* was founded by *Michael Cusack* in 1884.

The *GAA* aimed to develop nationalism in its members through their taking part in Irish sports. It (i) laid down rules for its games, (ii) organised many competitions and so (iii) made people proud of their local areas and country.

However, the *GAA* 'banned' soldiers, policemen and those who played 'foreign' games. This ban led to bad feeling in many communities.

1. In what year was the *GAA* founded?

- |         |         |
|---------|---------|
| a) 2007 | b) 1989 |
| c) 1884 | d) 7 AD |

2. Who founded the *GAA*?

- |                 |                   |
|-----------------|-------------------|
| a) teachers     | b) Michael Cusack |
| c) Robert Emmet | d) sisters        |

3. What did the *GAA* aim to develop?

- |                |             |
|----------------|-------------|
| a) nationalism | b) football |
| c) music       | d) dancing  |

4. Did the *GAA* ban soldiers from joining?

- |        |       |
|--------|-------|
| a) yes | b) no |
|--------|-------|

5. Did this lead to bad feelings?

- |        |       |
|--------|-------|
| a) yes | b) no |
|--------|-------|

What are 'foreign games' in this text?

What *GAA* games are played now in Ireland?

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**HISTORY: Irish Cultural Revival**

**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 again and fill in the information on this grid:

| Who or what? | What did they do? |
|--------------|-------------------|
|              |                   |

Write a summary of the text in your own words. Write approximately 30 words.

**Title:** \_\_\_\_\_

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

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**HISTORY: Irish Cultural Revival**

**Level:** A2 / B1

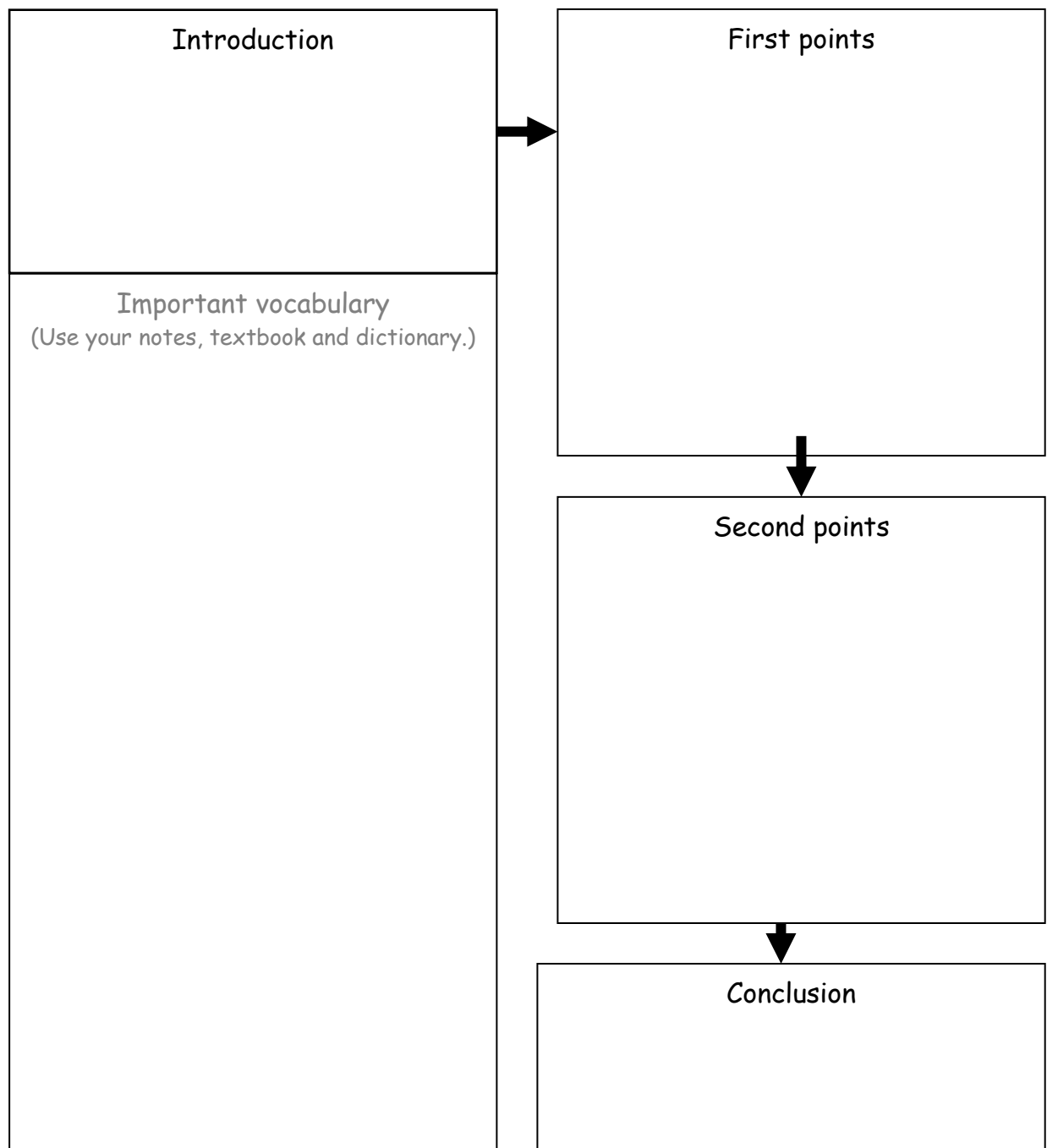
**Type of activity:** individual/  
pairs / small groups

**Focus:** vocabulary, structure,  
planning and creating text

**Suggested time:** 40 minutes

You are going to give a talk to the class on the topic '**What 'culture' means to me**'. Use your keyword list and textbook to help you.

First plan what you are going to write by making notes on this chart:







NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**HISTORY: Irish Cultural Revival**

**Level:** all  
**Type of activity:** individual

**Focus:** content words,  
dictionary work, word  
identification  
**Suggested time:** 30 minutes

## Vocabulary

In this Unit, we came across the following nouns.

Look through your textbook to find these words. Check the meanings in your dictionary.

Write a short sentence using each noun. You can use your textbook to help you.

**culture** \_\_\_\_\_

**language** \_\_\_\_\_

**poets** \_\_\_\_\_

**prosperity** \_\_\_\_\_

**pride** \_\_\_\_\_

**emigration** \_\_\_\_\_

**nationalism** \_\_\_\_\_



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



Have you ticked this activity on your Learning Record?

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**HISTORY: Irish Cultural Revival**

**Level:** all levels  
**Type of activity:** individual

**Focus:** verbs with dependent prepositions, phrasal verbs  
**Suggested time:** 30 minutes



## Grammar points

### Verbs with prepositions

Some verbs are followed by a preposition.

For example: sit **down**, stand **up**

Find the correct preposition in the box for these sentences. There is one preposition for each sentence.

- 1 All the students picked \_\_\_\_\_ the litter.
- 2 We came \_\_\_\_\_ to school yesterday after the holidays.
- 3 Look \_\_\_\_\_ the diagram on page 64.
- 4 Have you paid \_\_\_\_\_ your new books?
- 5 I always write \_\_\_\_\_ the numbers.
- 6 We must wait \_\_\_\_\_ the bus.
- 7 Take \_\_\_\_\_ your coat, it is very wet.
- 8 He turned \_\_\_\_\_ the volume on the TV.
- 9 He is looking \_\_\_\_\_ his pen. He always loses it.
- 10 She tried \_\_\_\_\_ the coat in the shop.

on  
back  
down  
at  
for  
up  
for  
up  
off  
for



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

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

HISTORY: Irish Cultural Revival

## Levels A1 and A2

### Alphaboxes

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.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
 HISTORY: Irish Cultural Revival



### Word search

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

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

|   |  |                                   |
|---|--|-----------------------------------|
| ARTHUR<br>ENGLISH<br>FEIN<br>FOUNDED<br>GAA<br>GAELIC | GAMES<br>GRIFFITH<br>IRISH<br>LANGUAGE<br>LEAGUE<br>NATIVE | NINETEENTH<br>SINN<br>WAS<br>WERE |
|---|--|-----------------------------------|

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

HISTORY: Irish Cultural Revival

## Play Snap

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



|                    |                    |
|--------------------|--------------------|
| <b>competition</b> | <b>competition</b> |
| <b>language</b>    | <b>language</b>    |
| <b>Irish</b>       | <b>Irish</b>       |

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
HISTORY: Irish Cultural Revival

**league**

**league**

**games**

**games**

**soldier**

**soldier**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
HISTORY: Irish Cultural Revival

**culture**

**culture**

**to decline**

**to decline**

**emigration**

**emigration**



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
HISTORY: Irish Cultural Revival

## Answer key

### Working with words, page 8

1. b, b

### Picture Sentences, page 9

b,c,a

Many people emigrated from Ireland.

There was a decline in the Irish language.

Many Irish poets and playwrights are now famous.

### Odd one out, page 10

French, TV, swimming pool, finish

### Key words, page 11

Police (noun), native(adjective or noun), language (noun), writers (noun)

### Unscramble the letters, page 12

Irish, emigrated, league, hurling

Secret code: native

### Completing text, Page 13

The decline of the Irish language.

The Irish **language** declined rapidly during the nineteenth century. There was massive **emigration** of **Irish-speaking** people. The **Catholic** Church and the national schools emphasised that English was the language of progress and **prosperity**. Many people regarded Irish as a sign of backwardness.

emphasised            to emphasise, emphasis, emphatic, emphatically

prosperity            to prosper, prosperous

emigration            to emigrate, emigrant, to migrate, migrant,  
migration

### Multiple Choice, page 14

1c,2b,3a,4a,5a

Foreign games were soccer and rugby.

GAA games are football, hurling, camogie and handball.

### Grammar points, page 19

picked up

came back

look at

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**HISTORY: Irish Cultural Revival**

- paid for
- write down
- wait for
- take off
- turned up
- looking for
- tried on

**Word Search, page 21**

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