

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.

Theme	Irish Cultural Revival	
<b>All students:</b>  Activities that are suitable for <b>Learning Support, Language Support</b> and the <b>Mainstream Subject Class</b> include:	Keywords	3
	Vocabulary File	4-6
	Activating Students' Existing Knowledge	7
	Completing Sentences	13
	Multiple Choice	14
	Writing	15
	Preparing a talk	16-17
	Wordsearch	21
<b>Learning support and Language support:</b>  Activities suitable for students receiving Learning or Language Support include:	Working with words	8
	Picture Sentences	9
	Odd One Out	10
	History Keywords	11
	Unscramble the letters	12
	Alphaboxes	20
	Play Snap	22-24
<b>Language support:</b>  Additional activities for Language Support:	Vocabulary	18
	Grammar points	19
<b>Levels for Language Support</b>	<b>A1 – B1</b> The language level of each activity is indicated in an information box.	
<b>Learning focus</b>	Using History textbooks and accessing curriculum content and learning activities.	
<b>Acknowledgement</b>	The <i>English Language Support Programme</i> acknowledges the permission of Gill and Macmillan to reproduce excerpts from <i>History Revision for Junior Certificate</i> by Desmond O' Leary.	

**Note:** The categorisation of activities is indicative only and should not prevent teachers from using any activities that are considered suitable for a particular group of students.

## Making the best use of these units

### Learning Record

A copy of the Learning Record should be distributed to each learning support and language support student.

Students should:

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.

**Introduction** of a topic or activity 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 learning/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:



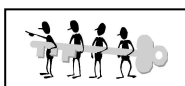
Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.



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 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 also suitable as **homework** tasks or for **self-study**.

## 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

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### Vocabulary file 1

Word	Meaning	Note or example*
beliefs		
Catholic Church		
culture		
decline		
emigration		
literature		

\* You may wish to write a sentence or phrase, make a note of the page in your textbook where this word appears or, if English is not your first language, provide a translation into your language.



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 2

Word	Meaning	Note or example
nationalism		
revival		
themes		
to ban		
to develop		
to establish		



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### Vocabulary file 3

Word	Meaning	Note or example
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.

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Language Level: all  
Type of activity: whole class  
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 newcomer students to provide key words in their own languages.
- Encourage dictionary use.
- Encourage all students to organise their vocabulary into relevant categories (e.g. meaning, nouns, keywords, verbs etc.).



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

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**HISTORY: Irish Cultural Revival**

**Language Level:** A1  
**Type of activity:** pairs or individual  
**Suggested time:** 30 minutes

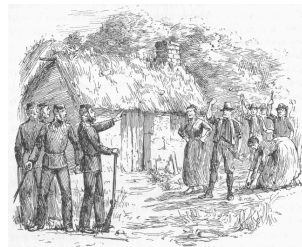


**Working with words**

**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 a note or example to help you remember the word. Use your dictionary if necessary.

Word	Page in textbook	Explanation	Note or example
culture			
legend			
literature			
revival			

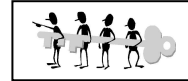


Check that these key words are in your personal dictionary.



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Language Level: A1  
Type of activity: pairs or individual  
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

---

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**HISTORY: Irish Cultural Revival**

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

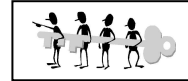


Check that these key words are in your personal dictionary.

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Language Level: A2 / B1  
Type of activity: individual  
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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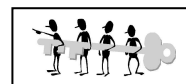
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HISTORY: Irish Cultural Revival

Language Level: A2 / B1  
Type of activity: pairs or individual  
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>	



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**Language Level:** A2 / B1  
**Type of activity:** pairs / small groups  
**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.

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**HISTORY: Irish Cultural Revival**

**Language Level:** A2 / B1

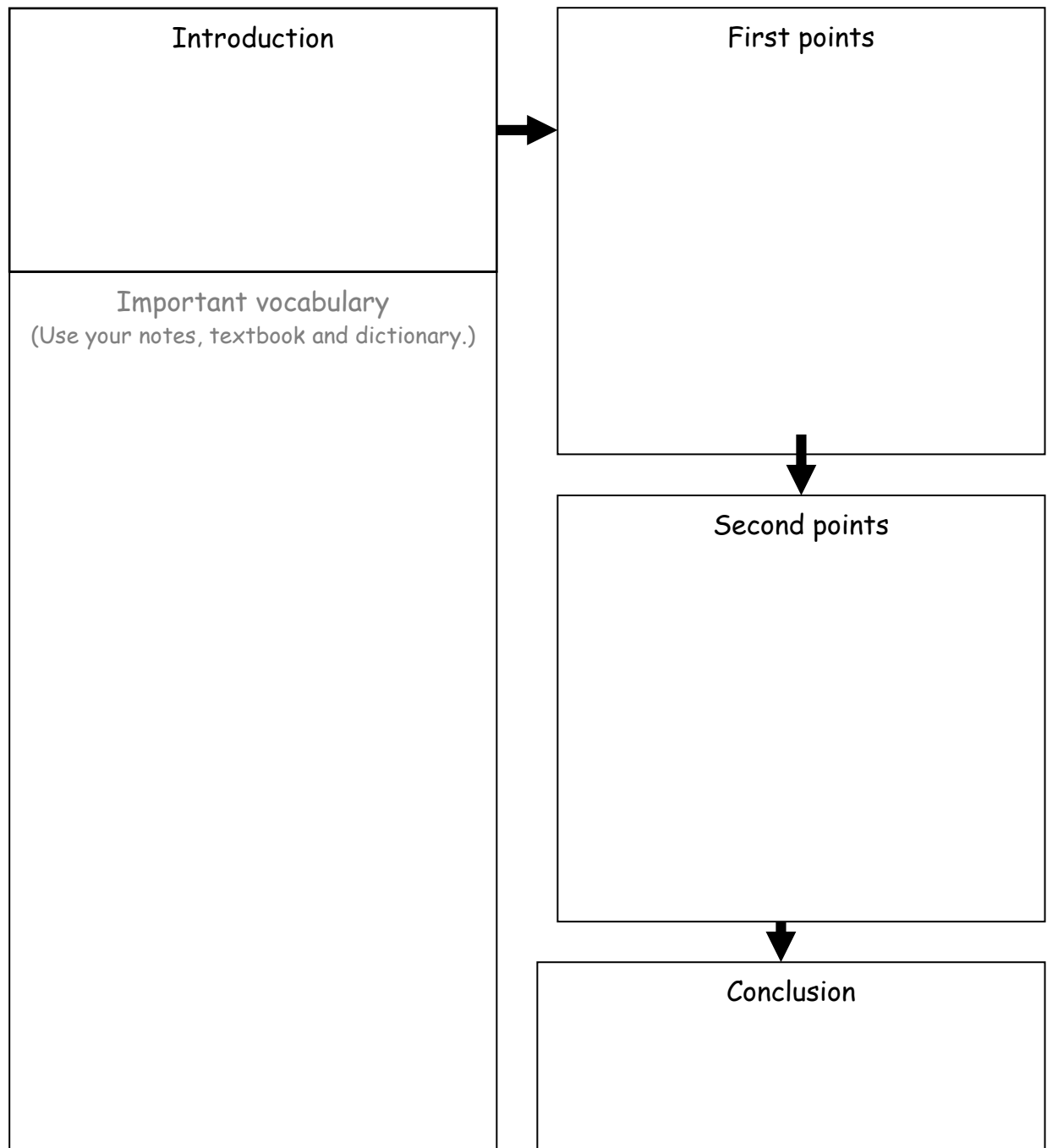
**Type of activity:** individual/ pairs / small groups

**Suggested time:** 40 minutes

**Preparing a talk**

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:







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Language Level: all  
Type of activity: individual  
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?

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**HISTORY: Irish Cultural Revival**

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



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## 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.

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### Word search

Find the words in the box below.

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 ENGLISH FEIN FOUNDED GAA GAELIC	GAMES GRIFFITH IRISH LANGUAGE LEAGUE NATIVE	NINETEENTH SINN WAS 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.



competition	competition
language	language
Irish	Irish

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**league**

**league**

**games**

**games**

**soldier**

**soldier**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
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<b>culture</b>	<b>culture</b>
<b>to decline</b>	<b>to decline</b>
<b>emigration</b>	<b>emigration</b>



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## 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: \_\_\_\_\_

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- 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