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	
All students: Activities that are suitable for **Learning Support, Language Support** and the **Mainstream Subject Class** include:	Keywords	3
	Vocabulary File	4-6
	Activating Students' Existing Knowledge	7
	Completing Sentences	13
	Multiple Choice	14
	Writing	15
	Wordsearch	19
Learning support and Language support: 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	18
	Play Snap	20-23
Language support: Additional activities for Language Support:	Grammar points	16-17
Levels for Language Support	**A1 – B1** The language level of each activity is indicated in an information box.	
Learning focus	Using History textbooks and accessing curriculum content and learning activities.	
Acknowledgement	The *English Language Support Programme* acknowledges the permission of Gill and Macmillan to reproduce excerpts from *History Revision for Junior Certificate* 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:

- o 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.
- o 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.

Have you ticked this activity on your Learning Record?

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 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)

Vocabulary file 1

Word	Meaning	Note or example*
druid		
craftsman		
society		
slaves		
festival		
cattle		

* 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.

Vocabulary file 2

Word	Meaning	Note or example
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.

Vocabulary file 3

Word	Meaning	Note or example
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.

> **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:

Iron Age society

Druids

Craftsmen

- 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.

Language Level: A1
Type of activity: Pairs or individual
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!

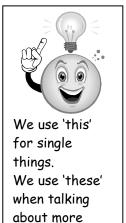| Singular	Plural
warrior	
	crops
	stones
chariot	
army	

Language Level: A1
Type of activity: Pairs or individual
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'?

Language Level: A1 / A2
Type of activity: Pairs or individual
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 <u>where,</u> <u>were</u> and <u>wear</u>. 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?

Have you ticked this activity on your Learning Record?

Language Level: A2 / B1
Type of activity: Individual
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?

Language Level: A1 / A2
Type of activity: Pairs or individual
Suggested time: 20 minutes

Unscramble the letters

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

    Answer _____

Look at each word as you write the answer.

2. These people settled disputes   BERSNOH

    Answer _____

    Is your <u>spelling</u> correct?

3. These are larger than ring forts   HIFLLROST

    Answer _____

    Can you <u>pronounce</u> the word?

    Do you know what the word <u>means</u>?

4. Celts were   WRARIROS

    Answer _____

    Have you got this word in your <u>personal</u> <u>dictionary?</u>

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: _____

Language Level: A2 / B1
Type of activity: Pairs or individual
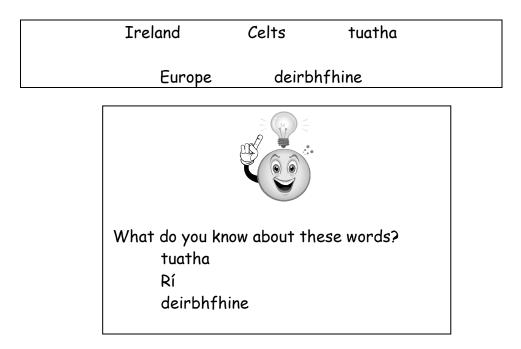**Suggested time:** 30 minutes

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 _____.

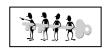3. Disputed elections often caused civil wars and sometimes led to the establishment of new _____.

Word Box

Ireland	Celts	tuatha
Europe	deirbhfhine	

What do you know about these words?
    tuatha
    Rí
    deirbhfhine

Language Level: A2 / B1 **Type of activity:** Individual **Suggested time:** 30 minutes	

Multiple choice

(Read the text below and choose the best answers)

Social Classes and the Celts

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

| Language Level: A2 / B1 |
| Type of activity: Pairs / small groups |
| 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.

Language Level: All **Type of activity:** Individual **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.

| **Language Level**: All
Type of activity: Individual
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		

 <u>To wear</u> 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	people
house	fought
numerous	ancient
school	man
Celtic	women
important	village
book	large
great	tall
Ireland	ugly
Europe	dry

Score: _____ points

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.

Word search

Find the words below.

```
                    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

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**

enemies

enemies

hillforts

hillforts

Ogham

Ogham

alphabet	alphabet
combat	combat
women	women

society	**society**
craftsmen	**craftsmen**
army	**army**

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

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
```