



Irish Legends – An Introduction

Education Module

Activities Guide

Math	Science	Geography	Writing	History	Research	Art	Music	Presenting	Vocabulary	Active	Analysis
									ABC		

Individual Activities



Follow Along



Use the Follow Along page for students to complete during the slide show. Review the answers afterward to ensure all students understood the material, or use it later as a test.



Legends – Creative Writing



Students create and write their own legend using the components below.

Theme – What is the story/legend trying to tell us? Is there a lesson to be learned?

Setting – location and surrounds

Characters

what supernatural or unusual gift does the character have

who were their parents

how did they become heroic?

Conflict / Struggle to Overcome

Any symbolism within the story?

Option: Choose a few legends to be read to the class or acted out in a group



Children of Lir in America – the Last 900 years



Create what the Children of Lir would have seen flying over America if they were cursed in North America for the last 900 years. Show pictures / drawings of what the land would have looked like and what changes occurred. Include historical information of the time.



Individual Activities, cont.

Weather Map



Create a weather map based on a scene from an Irish legend. The legend can be one from the presentation or another Irish legend they find, know, or research.

Map must include key code identifying:

Temperature, Cloud Coverage, Water, Rain/snow (if applicable)

Include a short write up of how weather may have impacted their travel depending on what time of year the travel occurred.

Option: Do as a group project following the travels of an Irish Legend, one weather map for each stage of their journey.



Science – Giant's Causeway



Have each student research how Giant's causeway was formed and write a brief paper summarizing what they found. Include answers to the following questions:

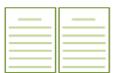
- How was Giant's causeway formed?
- Why would the early Irish create a story?
- Are these formations found anywhere else in the world?
- Are there any similar formations in the United States?

As part of their report, include a life size cut out of the hexagon shape of a columns.

Option: Include illustrations, photographs, or other supplements.

Option: Have all students bring their life size shapes and put on the ground to get a feel for how big the columns are.

Option: Have students be the giants causeway: sit on the floor, on chairs, and stand up with the hexagon cutouts held on top of their head to get an idea of what it feels like to be there.



Word Match

ABC

Using the worksheet, students match the words to their definitions. Two levels available.



Individual Activities, cont.

Swans Eye View



Show the path the swans would have taken, as they flew to their next destination. Include on their drawing/map:

- How far swans can fly before needing to rest/eat
- Which lakes/ponds would they most likely have stopped?
- What landmarks would they have used to navigate?
- Show distance travelled.

Option: Include a short write up of how, before GPS and electronics, how similar and how different the swans flight travel would have been to human travel when humans first began to fly.

Modern Day Faery Stories



Have students scour the internet for modern day faery stories: where belief in faeries or concern for disturbing a faery fort or tree changed modern day actions. Write a report of what happened. Be sure to site references.

Option: Students give a “news” report on what they find to include downloaded pictures if applicable.

Example articles:

<https://www.telegraph.co.uk/news/2017/08/08/ancient-fairy-curse-causing-dips-road-claims-irish-mp/>

<http://manmythmagic.blogspot.com/2013/02/how-fairy-traditions-influence-modern.html>

<https://www.ancient-origins.net/news-mysterious-phenomena/irish-lore-keeper-gives-dire-warning-us-company-will-be-cursed-if-ancient-020515>



Small Group Activities



Modern Day Faery Stories – News Report



Divide the students into groups to be a newsgroup. Each group scours the internet for modern day faery stories: where belief in faeries or concern for disturbing a faery fort or tree changed modern day actions.

One person in the group is the newscaster, another the interviewer, another being interviewed (or multiple being interviewed) in order to tell the news story. Include pictures if possible. Be sure to cite references.

Option: Film the news story using smartphones or cameras and share with the class.

Example articles:

<https://www.telegraph.co.uk/news/2017/08/08/ancient-fairy-curse-causing-dips-road-claims-irish-mp/>

<http://manmythmagic.blogspot.com/2013/02/how-fairy-traditions-influence-modern.html>

<https://www.ancient-origins.net/news-mysterious-phenomena/irish-lore-keeper-gives-dire-warning-us-company-will-be-cursed-if-ancient-020515>

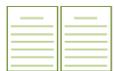


Improv Legends



Divide the class into groups. Each group is given a legend from the presentation to pantomime – no words are allowed to be used. Give each group time to work out how they will present. Each group pantomimes their legend while the rest of the class must guess what the legend is.

Option: Time each group. The one that is guessed in the least amount of time wins.



The Science of a Slingshot



Divide the class into groups. Each group creates a slingshot (the pull kind, not the swing kind). Each student in the group takes on a role: data collection, graphing, summary of findings, photographer/videographer; all shoot the slingshot at a target. Report findings to class.

Option: The most accurate slingshotter from each group competes to see who is the Champion that defeats Balor and wins the battle for the Tuatha de Danan.



Small Group Activities



Story Flip Book



Divide the students into groups. Each group chooses an Irish legend from the presentation or other Irish Legend of their choosing. Flip book consists of 8-10 pages to include:

- Title
- Drawings
- Story
- Lesson learned / Morale of the story

Drawings can be on separate pages within the flip book or integrated with the text of the story. Staple on colored paper and post around classroom.

Option: Have each group present to the class

Option: Have each group photograph their pages and make a digital flip book.



Irish Provinces



Divide the class into four groups, one for each province in modern Ireland. Each group will research their province finding what is unique about it. Create a presentation including:

- Geography
- Biggest tourist spots
- History
- Weather
- Population / Major cities
- Types of resources / land fertility
- Tartan / Plaid
- Flag & what the symbols/colors stand for

Option: Create a large map of Ireland and post. Each group posts their information inside their province then take turns presenting their information to the class.



Small Group Activities, cont.

Irish Legends



Divide the class into groups. Have each group choose an Irish legend not covered in the presentation. Group creates a script and act out in front of the class complete with costumes and props.

Option: Choose a legend from one of the student's heritage or an American legend

Option: Have each group film their legend and play for the class. Have popcorn while watching the movies.



Diorama of a Scene



Have each group choose one (or more) scenes from the presentation, or scenes from one of the legends covered, and create a diorama using a shoebox or other structure. Each group presents their diorama in the order of the presentation or story.

Option: Have each group choose a section and each student creates one of the scenes. Put together in order and have groups tell the story.

\$\$ Play Seanchaí (requires purchase or class sponsorship of Irish card game)



In groups of 2-4 students play Seanchaí, an Irish card game available on Celtic Life & Heritage's website. For a longer event, stage a tournament or add to Irish Banquet activities.

Learn about Irish Culture while having fun! The various suits and basic play can be found on our website. Games may be purchased from our website – or ask for a free classroom sponsorship.

<https://www.celticlifelandheritage.org/seanchai.html>

Seanchaí (pron. shan-a-kee) means bearer of Old Lore.

Seanchaí presents many aspects of Irish Culture in its various suits:

Warfare, Religion, Landscape/Geography, Shamrocks (flora/fauna), National Treasures, Human Roles, Legends, Stonework, Dark Legends, Faery/Leprechaun



Entire Class Activities

Pop Up Superstitions



Have each student research superstitions from America, Ireland, or their own heritage. They can ask their family, write down ones they already know or believe, or research online.

Ask for a volunteer from the class to go first. The student shares the superstition. If another student knows about, or has heard that superstition in their own family/culture, they stand up. The first person to “pop” up goes next and states one of theirs. If no student “pops” up, ask for another volunteer or select a student to go next. Continue until there are no more superstitions to share.

Option: Have students research the origin of the superstition.

Option: Have a general discussion of how superstitions start and survive.



Improv Legends



The teacher or advanced student reads one of the provided scripts while students from the class act out what is happening. Choose students at random to be the characters, or entire sections of the class to be the “army” or “tribe”, depending on the legend.

Have an Irish Banquet



Have each student bring either an Irish dish, music, or support products (plates, napkins, etc.). Students can dress up as different characters from the presentation or other Irish Legends.

Irish Legend Parade



Create a parade with masks, costumes, etc. March the parade through other classrooms.



Entire Class Activities, cont.



Story Word Relay



Give each student the list of vocabulary words from the story with the definitions so they can prepare for the game ahead of time.

Divide the class into teams. Use the Story Word cards in the Supplemental Materials and print a set of cards for each team.

Option One:

Have one student from each team at the board. Call out a word, they must spell it correctly on the board, then move to the desk with the definitions, find the correct definition and bring back to their team. The first team that gets both spelling and definition correct gets a point.

Continue until all words have been used. Team with most points win.

Option Two:

Have three stations per team. Station One: Vocabulary Words; Station Two: Definitions; Station Three: Paired cards. The first student from each team will take the first card, move to Station 2 and match the card to the correct definition. Place the paired cards at station three. The next student from each team continues. First team to complete gets 5 points, 2nd 4 points, etc. When all teams have finished, go through each match with the class. Teams get a point for each correctly matched pair.

Create a Play or Movie



Put on a play of an Irish legend or legends.

Option: Create a movie instead and present to the class, complete with popcorn and drinks.

Completed movie can also be featured at open house or shared with other classrooms.



Who or What am I?



Each student gets a character, place, or thing from the presentation taped to their back.

Students walk around asking yes or no questions of other students to try and figure out who or what they are. Only one question per student until all have been asked. For a small class a second round can be added.