

Book: *Ireland*

Chapter One: The Landscape

Subject area(s): Social Studies, Science

Amount of time needed: One 40-minute period

Objectives: By the end of this lesson, students will be able to:

- 1) Create a nature journal for an imaginary trip around Ireland.
- 2) Identify animals and plants that live in Ireland.
- 3) Describe the landscape of Ireland.

Materials needed:

- ✓ Paper
- ✓ Pens or pencils
- ✓ Possibly:
 - Computers with Internet access
 - Paste
 - Scissors

Activities:

- 1) The teacher will briefly review the information in the text concerning the major aspects of Ireland's landscape or pass out a handout with material. Students will be asked to create a nature journal for an imaginary trip around Ireland. This journal should have at least two entries, which should include a description of the landscape, climate, animals, plants, and details that give it a realistic feel. Students may include sketches or photographs obtained from the Internet that they can paste into their journals, as if they had taken the photos themselves to enhance the written descriptions.

Assessment:

- ✓ Do the nature journals include at least two entries with accurate descriptions of landscape, climate, animals, and plants?
- ✓ Are there details that give the journal a realistic feel?
- ✓ If there are pictures, do they enhance the written descriptions, rather than replace them.

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Chapter Two: Ireland's History and Government

Subject area(s): Social Studies

Amount of time needed: One or two 40-minute periods

Objectives: By the end of this lesson, students will be able to:

- 1) Order major events in Ireland history.
- 2) Briefly describe major events in Ireland history.
- 3) Indicate the time period that Ireland was ruled by England.

Materials needed:

- ✓ Paper or poster board
- ✓ Tape
- ✓ Markers

Activities:

- 1) The teacher will divide the students into groups of three or four and ask the students to create a time line of the major events in the Irish history. Ideally, each group should create a large time line and have a wall space to display the time line. If that is not possible, the groups can create smaller time lines on pieces of poster board. The time lines should include the major events in Irish history with dates in appropriate order and a brief explanation of each event, either using text or a combination of pictures and text if time permits. Students should pay special attention to the relationship between Ireland and England, using different colors on the time line to indicate the time period in which England ruled Ireland.

Assessment:

- ✓ Do the time lines include the major events in Irish history with dates in appropriate order?
- ✓ Are the events adequately described, using either text or text and pictures?
- ✓ Did the students use different colors to denote the period during which the English ruled Ireland?

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Chapter Three: The Economy

Subject area(s): Social Studies, Art

Amount of time needed: One 40-minute period

Objectives: At the end of this lesson, students will be able to:

- 1) Construct a poster describing the economy of Ireland.
- 2) Name major industries, agricultural products, and export commodities of Ireland.

Materials needed:

- ✓ Poster board or large pieces of paper
- ✓ Markers
- ✓ Old magazines or computers with Internet access
- ✓ Scissors
- ✓ Glue

Activities:

- 1) The teacher will divide students into groups of three or four and ask each group to create a poster describing the economy of Ireland. The students should include both text and pictures, which should be hand drawn, clipped from old magazines, or taken from the Internet, to create an informational and attractive poster. The posters should show which industries and agricultural products are important to the Irish economy and which products Ireland exports to other nations.

Assessment:

- ✓ Does the poster adequately explain the Irish economy, including both text and pictures to show the industries, agricultural products, and export commodities?
- ✓ Is the poster attractive and neat?

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Chapter Four: Ireland's People and Culture

Subject area(s): Social Studies, English Language Arts

Amount of time needed: One 40-minute period

Objectives: At the end of this lesson, students will be able to:

- 1) Identify qualities of the religion, cuisine, education system, major sports, arts, and cultural events of Ireland.
- 2) Write a series of letters from a fictitious pen pal from Ireland.

Materials needed:

- ✓ Writing paper
- ✓ Pens or pencils

Activities:

- 1) The teacher will review the information in the text concerning the major aspects of Ireland's people and culture.
- 2) The teacher will explain that the students will write a series of letters from an Irish student. These letters will explain what life might be like for such a young person, and need to contain information about religion, music, literature, food, and drink. In addition, the letters should contain a description of the school system and the pen pal's studies. The letters should read as if they are real letters from a pen pal, with fictitious information included to promote the feel of real letters exchanged.

Assessment:

- ✓ Do the letters contain information about education, religion, music, literature, food, and drink?
- ✓ Do the letters contain other fictional information to promote a realistic feel?

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Chapter Five: The Cities

Subject area(s): Social Studies, Art

Amount of time needed: Two 40-minute periods

Objectives: At the end of this lesson, students will be able to:

- 1) List the three major cities of Ireland.
- 2) Identify one distinguishing fact about each city.
- 3) Develop a travel brochure about two of the cities.

Materials needed:

- ✓ Writing paper
- ✓ Pen, pencil
- ✓ Computers, printers

Activities:

- 1) The teacher should have the students read chapter 5.
- 2) The teacher will review the information with the students, asking students to name the three cities and identify important information about each.
- 3) Working with a partner, the students will develop a travel brochure that contains pictures and information about two of the cities. The students should use artwork or computer pictures to illustrate it. The brochures should invite people to visit these cities.

Assessment:

- ✓ Did the brochures contain information about the cities?
- ✓ Did the brochures contain pictures and text presented in an attractive format?
- ✓ Would the presentation make someone want to visit those cities?

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Chapter Six: Formation of the European Union

Subject area(s): Social Studies

Amount of time needed: One 40-minute period

Objectives: At the end of this lesson, students will be able to:

- 1) Identify the important features of the EU, including the Three Pillars.
- 2) List the 25 members of the EU.
- 3) Define the term autonomous.

Materials needed:

- ✓ Copies of attached worksheet
- ✓ Pens

Activities:

- 1) The teacher will review the information contained in chapter 6 with the class.
- 2) The teacher will ask the students to complete the attached worksheet, using the information in the text.

Assessment:

- ✓ Are all areas of the worksheet filled in correctly?

Using the information in Chapter 6,
fill in the information in
the space given.

The European Union

Name the 25 Member Nations:

Pillar One

Pillar Two

Pillar Three

What is the EU? Include the term **autonomous** and its definition in your explanation.

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Chapter Seven: Ireland in the European Union

Subject area(s): Social Studies

Amount of time needed: One 40-minute period

Objectives: At the end of this lesson, students will be able to:

- 1) Identify reasons for Ireland to support or not support the EU constitution.

Materials needed:

- ✓ Paper
- ✓ Pencils
- ✓ Markers
- ✓ Possibly computers

Activities:

- 1) The teacher will review the information in chapter 7 of the text. Students will take notes.
- 2) Students will take the information and create, either on paper or on the computer, a Web page explaining Ireland's role in the EU since the 1990s, including a discussion of the economic effects and the EU presidency.

Assessment:

- ✓ Does the Web page contain information regarding Ireland's role in the EU, including a discussion of the economic effects and the EU presidency?
- ✓ Does it show evidence of organization, good grammar, sentence structure, and punctuation?
- ✓ Did students attempt to make it look like a Web page?