

Is It O.K. To Be Angry When I Am Treated Unfairly?



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Overview and Rationale

This unit is designed for use in the 2nd grade. Loewen, in his book, Lies My Teacher Told Me, points out that teachers so often avoid teaching any subject that has controversy in it. I have found this to be very true in my experiences. Teachers do not want to expose students to controversy. They do not want to make the world, our country, or even national heroes look bad in any way. This is doing a huge disservice to students.

Students grow up believing they live in a perfect world. They never learn to handle change well. They learn to be in a state of denial all the time. They have a hard time imagining that people or places could be less than perfect. When controversial issues about people, places, and things are left out of our classrooms, there is no room for discussion in the classroom. How then, can they be functional adults in a democratic society?

In order to actively function and participate in the democratic society they live in, they must be given the opportunity to discuss, debate, and constructively argue at young ages. Teachers need to introduce controversial issues to their students at young ages then have constructive discussions about the controversial issue, allowing every child to participate and share their opinions. They will then learn to have a controlled argument or debate, without losing their tempers, thus making them better people and more able to actively participate as adults in their democratic society.

The National Council for the Social Studies says, “Powerful social studies teaching integrates knowledge, skills, beliefs, values, and attitudes to action” (NCSS, 46). As pointed out here, social studies units should be integrative, and include all of these things. Units should be taught in a way that the students acquire knowledge of the particular subject they focus on. The content of the unit should be meaningful to the students so that they can turn it into knowledge and remember it. Also, they should teach skills, new skills, to the students. These should be skills that the students can actually use in real life. The units should allow students to establish their own beliefs and values about the particular subject. The classroom should be an open enough environment that students can create their own beliefs and values without being looked down upon by the teacher or their peers. Also, attitudes toward the subject need to be formed by each and every student.

According to the national curriculum standards for social studies, students in the early grades need to “investigate concerns, issues, standards, and conflicts related to universal human rights, such as the treatment of children, religious groups, and effects of war” (NCSS standard 9, a). Also, according to the Utah Core Curriculum, students in second grade should be able to describe characteristics of healthy relationships, identify benefits of cooperating and sharing, and identify behaviors that might create conflict situations and ways to resolve them (Utah Objective 2.1). I believe that this unit helps them to accomplish these standards.

This unit helps children to understand anger and issues that can cause a person to be angry. The unit discusses the conflict in Ireland, how the conflict originated, and the wars and other ways the people of Ireland have resorted to dealing with it. They learn that being treated fairly is a basic human need, and every human’s right. The students will develop knowledge of real conflict and current social issues in a different part of the world. They also learn skills they can use in their own lives to treat others

fairly and to deal with their own anger when they are treated unfairly. They will be allowed to discuss the issue and issues in their own lives, therefore creating an open environment where they can create beliefs, values, and attitudes about and toward the issue and related issues.

This unit goes through the history of Ireland, the invasions of Ireland by many different groups, and discusses why there is still conflict there today. It brings opportunity to discuss controversy into the classroom and allows the children to share their opinions on the subject. The issue is an issue of prejudice against peoples of a different background or religion. It is designed to help students to put away some prejudices they may have already formed at their young age, and to develop skills in preventing forming other prejudices.

The unit is also designed to discuss anger. It discusses things that make them angry and they are allowed to explore their anger through art, poetry, journal writing, etc. They will be given ideas about how to deal with their anger in appropriate ways. They will discuss appropriate ways to let out anger. They will learn this from the way the Irish people have dealt with the anger abounding in their land. They will decide for themselves whether or not the different ways the Irish people have dealt with their anger is appropriate or not.

Teacher Background Information

This unit is all about the conflict in Ireland and how the Irish people have dealt with the anger the conflict has caused them.

Ireland is a country that is part of Western Europe. It is an island that is part of the British Isles. On the island, there is the Republic of Ireland, a free and independent country, and there is Northern Ireland, a state that belongs to Britain. This is where the issue lies. Ireland is believed to have been first settled about 10,000 years ago. The people were hunter-gatherers and have left very small traces show that they did exist. Farming finally reached Ireland in about 4,000 B.C. There are settlements throughout the countryside of Ireland that show these farmers' way of life. During the Bronze and Iron Ages, mining was a huge resource in Ireland. The Iron Age began about 300 B.C. when the Celts (pronounced Kelts) came to Ireland. The Celts were warrior tribes from Eastern Europe who were widely feared because they brutally took over much of central and southern Europe between 800 and 300 B.C. They were a tall, fair-haired people that believed in the supernatural. Halloween is thought to be originated from their practices. They used distinctive designs in their art (many swirls) and brought much of what is now known as the Irish culture to Ireland. The Irish language is Celtic in origin. There are epic tales of brave Celtic warriors that are now Ireland's Fairy Tales. There were five provinces in Celtic Ireland (Leinster, Meath, Connaught, Ulster and Munster) and these still exist today as counties in Ireland. (Lonely Planet)

Finally, in about the 5th Century, Christianity was brought to Ireland. Many say that St. Patrick brought Christianity to Ireland. St. Patrick was kidnapped at the age of 16 by Irish Pirates. He was a slave in Ireland for 6 years, tending sheep. On the lonely sheep fields of Ireland is where Patrick found religion. He finally escaped and returned to England. He then returned to Ireland in 432 and spent his life proselyting to the Irish natives, bringing them Catholicism. Ireland then became a land where Monasteries thrived and Monks created many intricately designed manuscripts, including the Book of Kells. (Lonely Planet)

Ireland was invaded at the end of the 8th century by ferocious Vikings. The Vikings did many surprise attacks on many monasteries and the Irish were no match for them. Irish monks built towers to protect their wealth. During the 9th century, the Vikings began settling in Ireland and integrated with the Irish people. They founded Dubh Linn (which means Black Pool), and which is current Dublin. By the 10th century there were many small Viking kingdoms. There were many battles between the Vikings and the Irish, but eventually there was so much integration that they all became Irish. (Lonely Planet)

The next invaders of Ireland were the Normans. There was a rivalry between the king of Leinster, Dermot MacMurrough, and the king of Connaught, Tiernan O'Rourke. MacMurrough kidnapped O'Rourke's wife in 1152 and O'Rourke fought for her. MacMurrough was defeated and fled to England to look for allies. King Henry II sent him to Wales where some of his subjects were from that he knew would help him. They were called Normans (they were a tribe from Normandy, France that had invaded and taken over England back in 1066 under William the Conqueror). MacMurrough met Richard FitzGilbert de Clare, known as Strongbow, who agreed to help him take back Leinster if he could marry MacMurrough's daughter and become the heir of Leinster. (Lonely Planet)

So Strongbow mustered up an army and the Normans helped MacMurrough take Leinster back from O'Rourke. MacMurrough soon died, mysteriously, after Strongbow had taken his daughter, Aoife, as a wife. Strongbow took over, and the Normans didn't go back home. King Henry II, had heard of the events in Ireland, and since Strongbow was still his subject, came and declared Waterford, where Strongbow lived, a royal city. The Normans began taking over more of Ireland, and eventually also began integrating with the Irish people. The English eventually made intermarriage illegal, but it was too late. They had already integrated too much and English control eventually became stronger. Here is where the main conflict lies. The Normans were Protestant, and the Irish were Catholics. Of course, Catholicism was illegal in England, thus it was in Ireland. Through the next 7 centuries there were many wars and contentions between the Irish Catholics and the Anglo-Irish Protestants. Catholics were highly discriminated against. For many years they were not allowed to be part of the government. There was much fighting for liberation by the Catholics in the 18th century. Finally, on December 6, 1921 the Anglo-Irish treaty was signed, which gave 26 counties independence. Those 26 counties are known as the Republic of Ireland. Northern Ireland is made up of 6 largely Protestant counties and still belongs to Britain. There was an outbreak of civil war a year later, and there has been conflict in Northern Ireland ever since (between Catholics and Protestants, and between different political parties). (Lonely Planet). All of this history can be learned from the Lonely Planet book, Ireland, which is what I used.

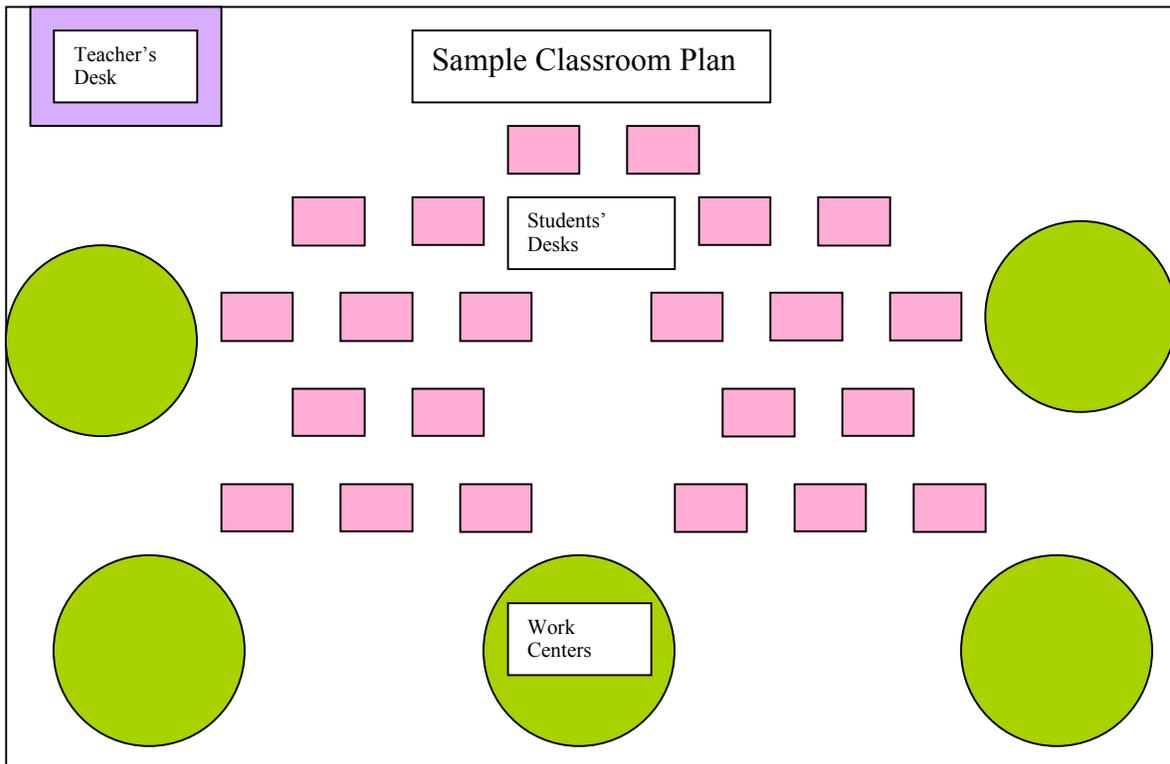
Unit Planning Chart

This unit will be integrated across the curriculum. Following, is a chart that shows activities that can be done in different areas.

Social Studies	Teacher Resources	Student Reading and Children's Literature	Math	Science
Geography, Ancient Ireland, the Celts, St. Patrick and Catholicism, The Vikings, The Normans, English Rule, Catholic and Protestant fighting, Independence	<u>Ireland</u> , by Lonely Planet, for weather: www.local.ie/general/weather/dublin.shtml ,	<u>Favourite Irish Fairy Tales</u> , Lally, Soibhe. <u>Irish Myths & Legends</u> , Daly, Ita <u>The King of Ireland's Son</u> , Lynch, PJ /Behan, Brendan <u>Melody for Nora</u> , O'Sullivan, Mark. <u>Celtic Magic Tales</u> , Mac Ulstín, Liam. <u>Irish Hero Tales</u> , Scott, Michael, <u>Mary McClean and the St. Patrick's Day Parade</u> , Steven Kroll	How far away is Ireland? Building fences out of rock (studying perimeters). Driving through Ireland.	Geology of Ireland, Weather, Plants and animals in Ireland
Art	Physical Education	Music	Oral Language	Written Language
Celtic artwork, pictures about weather, pictures of animals, pictures of things learned	Irish sports	"When Irish Eyes are Smiling," "Oh Danny Boy" other Irish songs, Enya's music	Large group discussions about anger and things learned	Poetry about Ireland and anger, journal entries
Read Alouds	Class Projects	Technology		
Angry Arthur, Mean Soup, When Sophie Gets Angry	Daily Weather Project, Make books about things learned, Literature Circles about Irish Fairy Tales compared to our Fairytales	Look on the internet daily for Ireland's weather for Weather Project (www.local.ie/general/weather/dublin.shtml)		

Organization with Subject Matter Overview

“Is it o.k. to be angry when I am treated unfairly?” This is the main theme and overall question addressed in this unit. This unit is based on the history of Ireland and fairness issues there that have caused a lot of anger in the Irish people. The students will first be introduced to Ireland; where it is, ways to get there, the landscape, the weather, etc. They will then discuss anger throughout the rest of the unit, implementing the history of Ireland into their discussions on anger. They will discuss things that make them angry, consequences of reactions to anger, and finally, constructive ways to deal with anger. Social studies is integrated throughout the entire curriculum in this classroom. Therefore, 1-2 hour blocks will be devoted each day for the learning activities outlines below the Goals and Objectives section. The activities require many full class discussions and many small group discussions. Therefore, the desks should be organized in a way that they can easily be moved into a circle and back into place (the students will put their chairs inside the desk circle to discuss as a class the topics they’ve learned that week). Also, there will need to be places for small groups to meet and discuss (there will be a literature circle project). There will also need to be a place on the wall where the students can record data and make charts comparing the daily weather in Ireland to the daily weather where they live. See the classroom plan below.



Goals and Objectives

The following 4 NCSS strands are specifically addressed in the unit: Culture, Peoples, Places, and Environments, Individuals, Groups, and Institutions, and Global Connections. The overall unit goals are the following 4 performance expectations: 1) Give examples and describe the importance of cultural unity and diversity within and across groups (1e). 2) Interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs (3b). 3) Show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail (5g). 4) Give examples of conflict, cooperation, and interdependence among individuals, groups, and nations (9b). In this unit, students will learn to locate areas with a map and globe, and they will be able to understand the importance of controlling anger by using the way other peoples have dealt with anger as an example. The Utah Core Objectives that will support these goals are listed in the [chart](#) on the next page.

Goals and Objectives Chart

	Week 1	Week 2	Week 3	Week 4
Topic	DISCOVERING IRELAND	ANGER AND UNFAIRNESS AND THE PEOPLES OF IRELAND	ANGER AND UNFAIRNESS AND INVASIONS OF IRELAND	ANGER AND UNFAIRNESS AND IRELAND'S RECENT HISTORY
NCSS Standard	<ul style="list-style-type: none"> • Give examples and describe the importance of cultural unity and diversity within and across groups (1e). • Interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs (3b). • Show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail (5g). • Give examples of conflict, cooperation, and interdependence among individuals, groups, and nations (9b). 			
Utah Objective	<p>3.4 Identify and use information on a map or globe. Use an atlas and globe to locate information. Locate continents and ocean s on a map or globe.</p>	<p>1.3 Develop ability to sing in tune with relaxed strength and clarity.</p> <p>2.3 Create and perform/exhibit dances, visual art, music and dramatic stories from a variety of cultures expressing the relationship between people and their culture.</p>	<p>2.1 Describe characteristics of healthy relationships. Identify benefits of cooperating and sharing. Identify behaviors that might create conflict situations and ways to resolve them.</p>	<p>2.1 Explain how families and communities change over time. Recognize how choices and consequences affect self, peers, and family. Identify behaviors that might create conflict situations and ways to resolve them.</p>
	<p>3.2 Observe and describe patterns of change in weather. Measure, record, graph, and report changes in local weather.</p>			
	<p>1.3 Express personal experiences and imagination through dance, storytelling music and visual art. Create, with improving accuracy, works of art depicting depth using secondary and tertiary colors.</p>			
Learning Activities	Where is Ireland? Find Ireland on a map of the world.	<u>Angry Arthur</u> read aloud, discuss anger. Learn Irish songs and poetry (“When Irish Eyes are Smiling,” Enya, etc.)	<u>When Sophie Gets Angry</u> read aloud, and what to do when we’re angry. Write poems about anger.	<u>Mean Soup</u> read aloud, and discussion of controlling anger.
	How far away is Ireland from us?	Learn about the Ancient peoples of Ireland, through the Iron Age. Practice songs.	Introduce Literature Circles of Irish Fairytales compared to our Fairytales.	Lesson about English Rule in Ireland, the story of Lord Blarney.
	Introduce the “How is our weather similar to Ireland’s today?” project	Learn about the Celts and Celtic art. Students experiment with Celtic styles of art. Practice songs.	Lesson about the Viking Invasion	Catholic and Protestant fighting. Ireland splits up! Current issues in Ireland related to religion and politics.
	Talk about Ireland’s landscape, plants, and animals	Lesson on St. Patrick and how he brought Catholicism to Ireland. Practice songs.	Lesson about the Norman Invasion	Whole class discussion and pictures of something they’ve learned this week.
	Whole class discussion and pictures of something they’ve learned this week. Pictures should have captions.			Final discussion of the conflict and things learned, make books of pictures and captions.

Learning Activities Bank

Sample Lesson 1

Title of Lesson: Where Is Ireland?

Teacher: 1-2

Date: Week 1, Day 1

Time Allotted: 45 minutes

Grade Level: 2

Number of Learners: 20-30

Unit Theme: Is It O.K. To Be Angry When We Are Treated Unfairly?

Standards Met: (See Below)

Goal: The learners will be able to interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs (NCSS 1e).

Objectives: Given the materials listed, the learners will use a map or globe, in order to identify and use information, locate information, and locate continents and oceans (Utah, Standard 3, Objective 4: a,b,c).

Materials Needed: A large puzzle of the world (each continent and ocean is a puzzle piece, there are 11 pieces, may be made from tracing a world map onto butcher paper or poster board), a simple map of the world or globe, 11 markers, crayons, optional: tape, pins.

Motivation: The teacher will motivate the students by beginning a discussion about Ireland with the question, "Have any of you ever heard of Leprechauns and Four Leaf Clovers?" Go on with, "Where do they come from?" After discussion, make sure the students have an understanding that they come from a country called Ireland. Then ask, "Who knows what a country is?"

Procedures:

1. Discuss what a country is. Point out that a country is a smaller part of a land mass called a continent. Tell the students that there are seven continents and that a continent is a large land mass that is in on the earth.
2. Split the students up into 11 groups (one group for each continent and ocean). Ask the children if they know why they've been split into 11 groups rather than just 7. Give each group a part of the puzzle.
3. Let each group look at a map of the world or a globe and try to identify what their puzzle piece is called.
4. Have the children write in marker the name of their continent or ocean on their puzzle piece. They may also color their piece of the puzzle.
5. While the children are in groups, walk around and observe them (see assessment).

6. After each group has identified and written on their piece of the puzzle, get the attention of the group and tell them they will now be putting the puzzle together.
7. Clear a spot on the floor to put the puzzle together on, or tape each piece to the white board, or pin each piece to the wall.
8. Have each group stand and show their puzzle piece. Have them tell the other students the name of their puzzle piece and whether it is an ocean or a continent. Have them put their puzzle piece down.
9. Go through and let each group introduce their puzzle piece and make sure the puzzle gets put together correctly.
10. Next, bring the students' attention to the continent on which they live. Ask them if they can find the specific place on the continent where they live, whether it be a country or a state. Have a student label this.
11. Next, bring the students' attention to the European continent. Ask them if they know which spot on the continent is Ireland. Point out Ireland and have a student label it.
12. Let the children compare where they live and where Ireland is so that they get an idea of where Ireland is in relation to them.

Accommodations: For students that may already know the name of the puzzle piece their group has, have them begin identifying countries or states within the continent, or islands within their ocean. Also, provide Irish literature books for children to read to themselves if they finish early.

Closure: Let the children discuss anything else they may know about Ireland or any more information they may know about the puzzle piece they had. Let the children know that the unit they will be working with for the next 4 weeks is about Ireland and discusses the unit theme: "Is it o.k. to be angry when we are treated unfairly?"

Assessment: While the children are in groups walk around and observe their learning. Make sure that each student is getting the chance to look at the map or globe and that they are each understanding how to find their ocean or continent. Offer help if they are not catching on where the names of the oceans or continents are located, or if they do not realize the borders of oceans or continents.

Extension: The children may compare the puzzle pieces and put them in order from largest to smallest, or may even find the exact distance from where they live to Ireland. They may also discuss different ways to get to Ireland.

Sample Lesson 2

Title of Lesson: What Makes You Angry?

Teacher: 1-2

Date: Week 2, Day 6

Time Allotted: 45 minutes

Grade Level: 2

Number of Learners: 20-30

Unit Theme: It O.K. To Be Angry When I Am Treated Unfairly?

Standards Met: (See Below)

Goal: The learners will be able to give examples of conflict, cooperation, and interdependence among individuals, groups, and nations (NCSS 9b).

Objectives: Given the materials, the learners will discuss anger as a class and in small groups in order to identify behaviors that might create conflict situations and ways to resolve them (Utah, 2.1).

Materials Needed: Paper, pencils, Angry Arthur, by Hiawyn Oram and illustrated by Satoshi Kitamura, poster board or butcher paper, marker

Motivation: Begin by reading Angry Arthur aloud to the class. Ask the students what makes them angry, but don't have them share yet. Tell them to think about those things until you give them further instructions.

Procedures:

- 1- Split the students into groups of 4 or less. Have each group make a list of things that make them angry.
- 2- When the groups are done making their lists (give them 5 minutes to do this), have each group share aloud with the class. Let the class discuss these things.
- 3- Next, have each group choose one thing on their list and have them write it on a separate piece of paper. Then, have them list reasons why this makes them angry.
- 4- Once, again, have each group share their reasons. Let the class discuss.
- 5- Next, have each group decide how they would handle what makes them angry. They may think of many things they would do, or just one thing they would do. Have them write it down.
- 6- Have each group share what they would do.
- 7- Next, have each group write down why they would react that way.
- 8- Have the class share their reasons.
- 9- Bring the class back together. Ask them if the things they would do when they are angry are good things. If not, ask them what would be something good they could do when they are angry. List these on the board. Ask them if they think Arthur acted appropriately when he was angry. How

- did his anger affect his family, neighbors, friends, and the world? Discuss each of these questions as a class, writing the responses on the board.
- 10- At the end of the discussion, list the ways to deal with anger that the students have come up with on a poster board, or something that can be displayed on the wall throughout the rest of the unit. Some ideas may be: Count to ten, sing a favorite song, think of a way to express their anger in calm words, go outside and play a favorite sport, dance or listen to music, etc.

Accommodations: Students who are not proficient writers may draw pictures for their answers.

Closure: Have the class summarize the discussion. Go over the things that make them angry, and reasons why. Go over what they do when they are angry, why, and refer back to the chart of proper ways to let out anger. This chart may be added to throughout the unit as the students discover more ways to deal with anger. Tell the students this so they will constantly be thinking of ideas. When they think of one, tell them to write it on the chart, or tell you.

Assessment: Observe each group and their discussions. Collect their lists and make sure they have identified anger, and ways to resolve anger. Also, the list of ways to resolve anger problems is a good assessment to tell whether or not the students are catching on.

Extension: The students will keep thinking of ideas of ways of dealing with anger. They will add these to the list throughout the unit. They may also begin practicing these ways on the playground, with friends, and at home.

Sample Lesson 3

Title of Lesson: St. Who's Day?

Teacher: 1-2

Date: Week 2, Day 9

Time Allotted: 1 hour

Grade Level: 2

Number of Learners: 20-30

Unit Theme: Is It O.K. To Be Angry When I Am Treated Unfairly?

Standards Met: (See Below)

Goal: The learners will be able to show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail (NCSS 5g).

Objectives: Given the materials, the learners will act out the story of St. Patrick in order to understand the reasoning behind celebrating St. Patrick's Day.

Materials Needed: Mary McClean and the St. Patrick's Day Parade, by Steven Kroll and illustrated by Michael Dooling, a small trinket for each student, perhaps even a colored piece of paper (something that is desirable, at least to Patrick)

Motivation: Begin by reading Mary McClean and the St. Patrick's Day Parade. Next, ask the students what they do on St. Patrick's Day. Let them discuss traditions they have, or that their families may have.

Procedures:

- 1- After discussing St. Patrick's Day traditions, ask the students who St. Patrick is. After their answers, tell them that you are going to discover who St. Patrick was, and why he St. Patrick's Day is celebrated, and why St. Patrick is so important to the Irish people.
- 2- Have the students move the desks into a large circle and bring their chairs into the circle so they are sitting in a circle. Split the circle in half, making a space between the two groups.
- 3- Tell one group, that they are from England. We call them the English. The other group is Irish, they are from Ireland.
- 4- Give the English group each one piece of colored paper (or other trinket to represent Catholicism), instructing them to show it off to the Irish and make them jealous. Do not give the Irish group trinkets yet. Tell the class that the trinket they were given represents the English people's religion, which is Catholicism. They are Catholics. The Irish people are not Catholics, so they do not get the trinket yet.
- 5- Assign one of the students on the English side to be Patrick. Assign a group of students on the Irish side to be Irish pirates. Have the group of

pirates cross over to the English side and kidnap Patrick. Patrick will need to leave his trinket on the English side.

- 6- Next tell the story of Patrick. Patrick was only 16 when he was kidnapped by Irish Pirates. They made him his slave and sent him to tend the sheep in the hills of Ireland. Patrick was very lonely. While he sat alone on the hilltops with the sheep in Ireland, he remembered the trinket (Catholicism). He thought about the candy, and thought about it, and the more he thought about it, the more he wanted some. Finally, 6 years later, he escaped back to England.
- 7- Let Patrick go back to the English side. Here he was very happy because there were trinkets again. He had missed the trinkets so much that he learned to appreciate and love it even more. While he was in England, he often thought about the Irish people. He knew that they did not have any trinkets. He loved his trinket. It was so wonderful! So, he decided to go back to Ireland and take trinkets with him, and share it with all of the Irish people.
- 8- Let Patrick hand out trinkets to all of the people in Ireland. Next, ask the Irish people if they are happy with their trinket. Are they happy that they have it now? Does this make them like Patrick? Let them answer and discuss.
- 9- Have the class now discuss the relationship of the trinkets to Catholicism. Ask them if they remember what the trinket represents. Did Catholicism make Patrick happy? Why do you think that Patrick wanted to share Catholicism with the Irish people? Did Catholicism make the Irish people happy? Did they love Patrick?
- 10- Next, ask the students if they know why Patrick is named St. Patrick. In the Catholic Church, people who have done wonderful things and have taught people about Catholicism and are very important to the others are called Saints. That is why he is now called St. Patrick.
- 11- Tell the students that St. Patrick's Day is celebrated to remember the day that St. Patrick died. Originally, people didn't celebrate like we do. The reason we celebrate it in America is because many Irish people moved to America when America was a new country. They brought the celebration of St. Patrick's Day with them.

Accommodations: If the students get too rowdy in showing off their trinkets, you may want to take them away until the end, and maybe tie that in to how the Irish felt when years later, the English came and tried to take their religion away.

Closure: Have the students return the desks to normal position and pull out their journals. Have the students write down why St. Patrick's Day is celebrated, and anything else they want to write about St. Patrick's Day. They may also write any more questions they have.

Sample Lesson 4

Title of Lesson: The Norman Invasion

Teacher: 1-2

Date: Week 3, Day 14

Time Allotted:

Grade Level: 2

Number of Learners: 20-30

Unit Theme: Is It O.K. To Be Angry When I Am Treated Unfairly?

Standards Met: (See Below)

Goal: The learners will be able to give examples of conflict, cooperation, and interdependence among individuals, groups, and nations (NCSS 9b).

Objectives: Given the materials, learners will learn analyze a relationship between to Irish kings in order to identify behaviors that might create conflict situations and ways to resolve them, describe characteristics of healthy relationships, identify benefits of cooperating and sharing, and identify behaviors that might create conflict situations and ways to resolve them (Utah 2.1).

Materials Needed: Paper for each group, markers, pencils, tape, journals

Motivation: Begin by asking the students, “Have you ever had something stolen from you?” “How did that make you feel?” Let the students answer and discuss each question. Tell them that they’ll be talking about a man who got very angry when he had something stolen from him.

Procedures:

- 1- Tell the students that they are going to learn about the consequences that can happen when they become too angry. Split the students into groups of 3 or 4 students each.
- 2- Tell the students that a long time ago in Ireland the land was covered with many tribes, much like Native American Indians, each with their own king. They will each be one of the tribes in Ireland. They may make up their own tribe names. Examples of tribe names may be: The Celts, The Gaelics, The Little People, The Leprechauns, etc. Have them write their tribe name on a piece of paper and hang it with tape in front of their table.
- 3- Next, tell the students that there was a king in part of the land called Leinster named Dermot MacMurrough. (You can call him King Mac to simplify the name). Then there was his arch rival, Tiernan O’Rourke, king of Connaught.
- 4- Ask the children if they know what an arch rival is. Let each group discuss, then have the class discuss as a whole. Have the students predict reasons that they could possibly be enemies. Write their predictions on the board. Next, have them decide who’s side they want to be on, MacMurrough’s or O’Roarke’s, just in case they needed help to find the other. Have each group

justify why they chose that king, and let them know they may change sides throughout the lesson, as long as they can justify their reasoning.

- 5- Tell the children the story of MacMurrough and O'Rourke... "One day, MacMurrough stole (or kidnapped) O'Rourke's wife!! You can imagine this made him very angry. What would you do in this situation?" Let each group discuss what they would do if their wives (or husbands) had been kidnapped. Give them the opportunity to change sides if they want to. Have the class discuss their answers of what they would do and share if they want to change and why.
- 6- Tell the children, "O'Rourke and his armies attacked MacMurrough and his armies, and took over Leinster." Ask the student what they would do if they were MacMurrough. Once again, give them an opportunity to change sides, and have them share their reasoning and answers to the question with the class.
- 7- "MacMurrough ran away to England to find people to help him fight O'Rourke. He met a Norman man in Wales named Richard FitzGilbert de Clare, whom the people called Strongbow. Strongbow agreed to bring an army to help MacMurrough fight O'Rourke if he could marry MacMurrough's daughter and become the king of Leinster after MacMurrough died." Next, have the students, in their groups, predict what they think will happen next. Allow them to change sides if they want to. Have the groups share their answers and reasoning.
- 8- "The Normans came to Ireland with MacMurrough and fought with O'Rourke's armies and helped MacMurrough take back Leinster. MacMurrough was once again king, and he had a new son-in-law. A few years later, MacMurrough mysteriously died." Ask the students, in their groups, to decide what they think happened to MacMurrough. Allow them to change sides again, if they want to, but remind them that they will now be on Strongbow's side rather than MacMurrough's if they choose that way.
- 9- "Well, nobody knows, or at least they don't say, what happened to MacMurrough, but the Normans decided that they liked Ireland and decided to stay. Not only did they stay in Leinster, but they started taking over other places in Ireland and marrying the Irish people. What do you think will happen now?" Have the students, instead of discussing first, write their predictions in their journals. Give them 7-10 minutes to do this, then have them share their journal entries in their groups.
- 10- Next, have the children discuss, in their groups, the questions that you have written on the board (see assessment). Walk around the room and listen to their ideas. Make notes on the children's ideas, and who came up with them. After discussion, they will write the answers in their journals.

Accommodations: Children that have a hard time writing quick enough to write their response in their journals may draw pictures in their journals to say what they think will happen next.

Closure: Bring the class back together. Have volunteers share predictions and journal entries. Next, tell them they will find out the terrible consequences of MacMurrough's and O'Rourke's anger tomorrow, in the lesson about English Rule in Ireland.

Assessment: Have the children make a journal entry. Have them answer 2 or more of these questions:

Describe something that could have helped MacMurrough and O'Rourke like each other.

If MacMurrough and O'Rourke had shared their lands and cooperated, how would that have helped them?

What behaviors caused this problem?

How should they have solved the problem?

Also, part of the assessment, is the notes you have taken while walking around and listening to their group discussions about the topic.

Extension: The students will make predictions about what will happen in the next lesson.

Assessment

At the beginning of each week, the students will create a new KWL chart. This will assess prior knowledge of what they know about the subject they will be discussing that week. They will complete the chart at the end of each week during whole class discussions. Throughout this unit, the students will be discussing many things in small groups. The teacher will need to walk around and listen to each group discuss and observe their discussion. The teacher should observe whether or not the students are grasping the content. The teacher should observe whether the discussions the students are having are valid discussions about the subject. They should also observe which students are participating in the discussions, and which ones are not. These records should be kept throughout the unit, one for each child, to see which children have achieved the goals of the unit. The teacher may choose to specifically observe only 5 students a day or week. The students will also be participating in whole class discussions at the end of each week. In these discussions the children will discuss what they've learned that week. The teacher should keep notes of each child's comments (once again, fewer students may be observed at each discussion), and also should keep notes of what the class, as a whole has learned. Also, after each whole class discussion, the students will be given the opportunity to draw a picture or pictures of something they have learned that week. They may also draw pictures during free time or at home to add to their collection. Each picture should have a caption of things learned somewhere on the page. At the end of the unit, each student will make a book of the drawings they have made that shows what they have learned during the unit. Also, the students will also make daily journal entries including thoughts, things learned, and any question they may have. The teacher should respond to these journal entries, perhaps just 5 a day.

Appendices

Books Used:

Bang, Molly. When Sophie Gets Angry – Really, Really Angry.
Callan, Lou, Fionn Davenport, Patrick Horton, Oda O’Carroll, Tom Smallman, David Wenk. Ireland. Lonely Planet Publications. 2002.
Everitt. Betsey. Mean Soup.
Kroll, Steven. Mary McClean and the St. Patrick’s Day Parade. ISBN 0-590-43702-X.
Lally, Soibhe. Favourite Irish Fairy Tales. Poolbeg Press Ltd. 1998
Loewen, James W. Lies My Teacher Told Me. Simon & Schuster. 1995.
Oram, Hiawyn. Angry Arthur. ISBN 0-440-84511-4.

Internet Resources:

<http://www.marvelcreations.com/stpatrick.html>
http://www.doyle.com.au/the_norman_invasion.htm
<http://www.doyle.com.au/index.htm>
<http://www.local.ie/general/weather/dublin.shtml>

Class Projects:

The Weather Comparison Project

At the beginning of the unit, the class will be introduced to this website, <http://www.local.ie/general/weather/dublin.shtml>, which gives the daily scoop on Dublin, Ireland’s weather. They will then need to discuss what the weather is like where they are, and chart it on a graph somewhere in the room. Each student will get a chance to do this, each can do the research for one day.

Favourite Irish Fairy Tales Literature Circles

The students will be put into literature circle groups. Each group will be assigned an Irish fairy tale. They will read the fairy tale, then compare it to one of our traditional fairy tales. Each group will need to prepare a short presentation showing the similarities and differences between the Irish fairy tale and the fairy tale they’ve chosen to compare it to.

Irish Music

The students will be introduced to different types of Irish music. They will learn the song “When Irish Eyes Are Smiling” and listen to music by Enya (who sings in the Gaelic language from Ireland). They can discuss differences in Irish music and the music they listen to. Music to “When Irish Eyes Are Smiling” can be found if you do an audio search at www.dogpile.com, and type in the title of the song. My personal favorite can be found here: <http://www.bobbydarin.net/bdirish4.rm>.

World and Irish Geography can be found in a world atlas, or in the Lonely Planet, Ireland book.

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