

LESSON 2

PEOPLE FROM THE PAST REMEMBERED IN OUR PLACE-NAMES: DO YOU HAVE A LOCAL HERO?



LEARNING INTENTIONS

By the end of the session, children will have developed an appreciation of how:

- » our place-names preserve personal names and surnames in different languages; and
- » place-names can provide us with a link to the stories from our past.

BACKGROUND INFORMATION

In this set of activities, the children research clues to the heritage we share in the names of the places where we live.

The activities have been designed to involve either groups within a specific class or between groups across different classes.

We have designed these activities to encourage research and collaboration. To facilitate the children being able to share their ideas and opinions, we recommend group work.



Before beginning these activities, share the powerpoint with the class for further background information.



ACTIVITY 1

OUR 'SOMEWHERE'S'

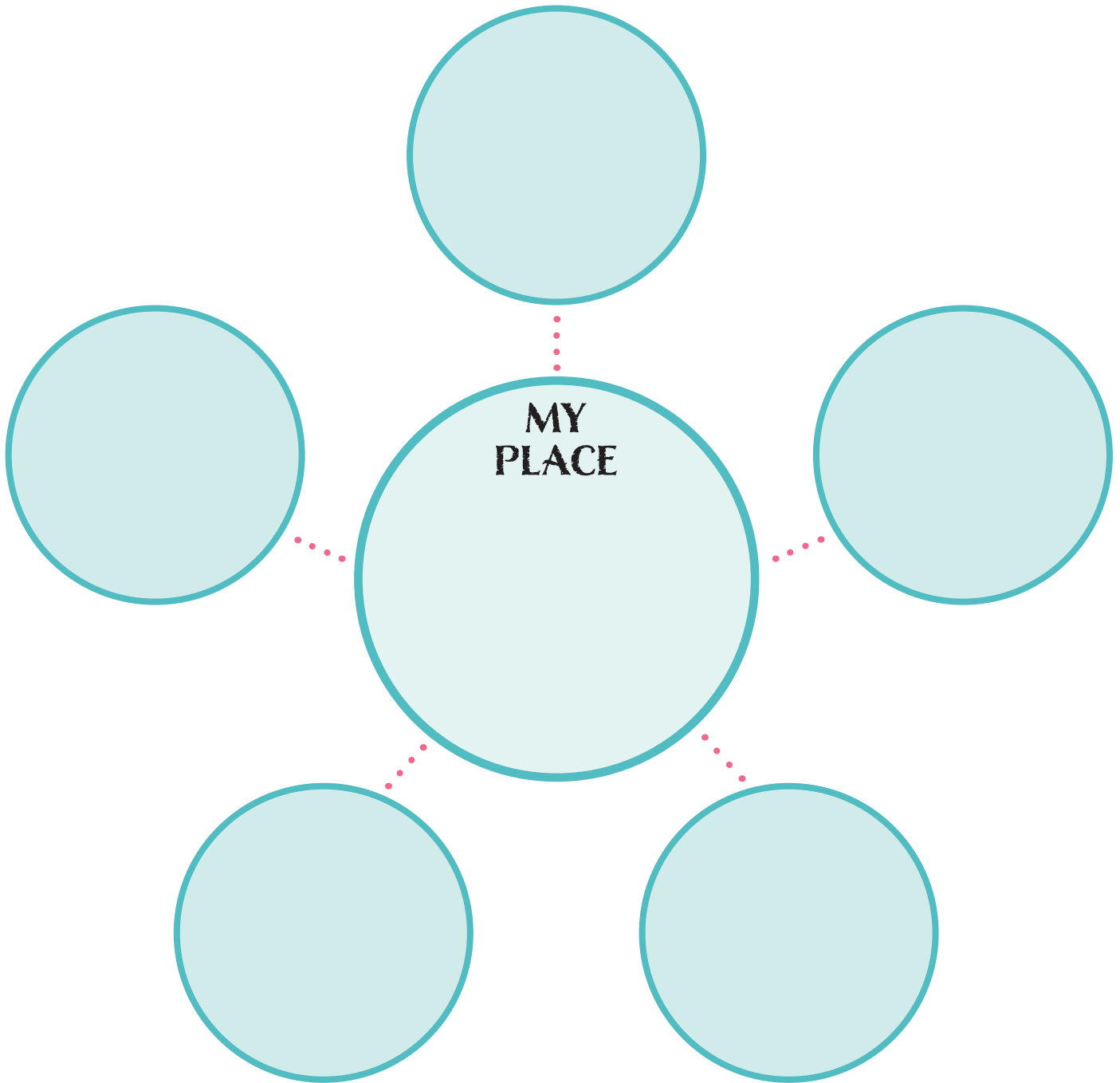
FOR THE TEACHER

Tell the children that all of us are familiar with the place where we live; however, we can have strong connections to many other places.



PUPIL INSTRUCTIONS

- » Using the diagram on the next page, write the place-name where you live in the centre circle.
- » Now, carry out some research by speaking to your family. Ask them about places where other members of your family live, or have lived in the past. Perhaps your mum, dad or carer lived in other places in the past. Perhaps you have relatives who live elsewhere or abroad. You could also have moved to your current home, but you are originally from somewhere else.
- » Choose five, and write their names and their different places in each of the circles.
- » Select two places and write an interesting fact about them in the boxes provided below, if it's relevant to the places you have chosen.
- » You can use the [Place-names Database](#) to help with your research.
- » Explain what the name of their place means, and what you/they think is best about living there.



An interesting fact about _____ and why I/they like/ liked to live here/there.

An interesting fact about _____ and why I/they like/ liked to live here/there.

ACTIVITY 2 WHO WAS BEN?

FOR THE TEACHER

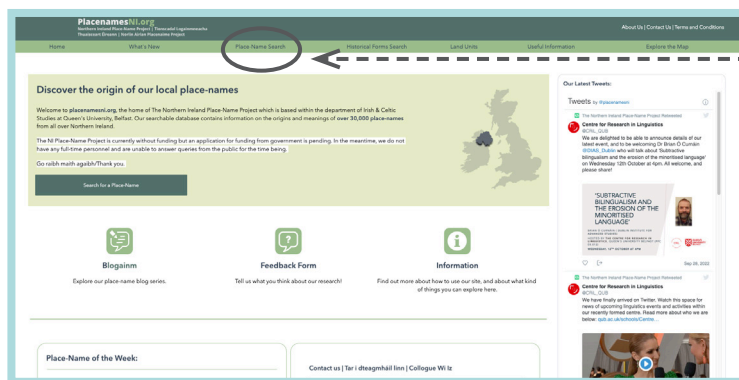
Tell the children about how many of our place-names describe what the area is, or was.



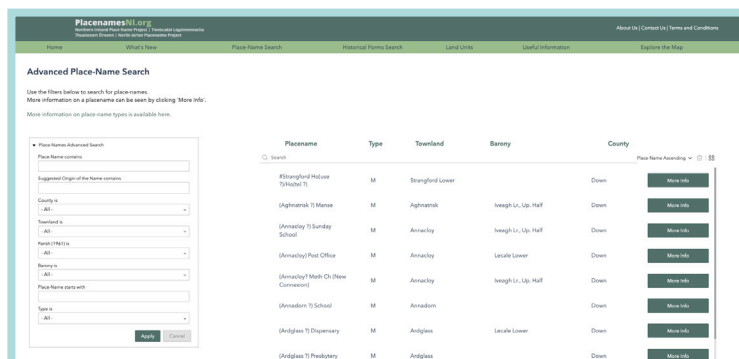
PUPIL INSTRUCTIONS – A

- » On the table below, you can see some of the Irish words that we now use as prefixes to describe features in our place-names. The other part of the word will usually be a person's name.
- » How many place-names can you find in your locality that have been named in this way? Use the Place-names Database to help you fill in the table.

ENGLISH PREFIX	IRISH	MEANING	PLACE-NAME	PERSON MENTIONED
Kill(y)	coilli	A wood		
Lis (s)	lios	A fort		
Bally	baile	A townland		
Ben	beann	A peak		
Kill	cill	A church		



Use this tab to begin your search





PUPIL INSTRUCTIONS – B

- » Find an interesting example, either in your area or somewhere that you know, of a place-name which describes a place using:
 - a person’s name; and
 - the name of a feature like a peak, or a wood, or a townland.
- » Using one of the examples in the previous table, write a very brief explanation of why you think it was given its name. If you wish, you can share your research online with your partner school.
- » Choose one of your examples that you think is most interesting and write a letter to the person who has given their name to the feature, thanking them for giving their name to the place.

Add a map or illustration or map to show how the feature might have changed since their time. You can use the space below to write your letter, if you wish.

FOR THE TEACHER

Go through the **Pupil Prompts** with the children to help them to write the letter.

Pupil Prompts (for writing the letter)

- » How would you describe the feature and the area today so that the person whose name it carries would be interested and pleased?
- » Can you explain why you chose the feature? What does it mean to you and your community?
- » Explain why your community is proud of the name, and if possible, give examples of how and where the name is used.
- » Think very carefully about the language you use to describe the feature, for example, if your feature now has a television or mobile phone transmitter, how would you describe these inventions and their use to someone from centuries ago?
- » Explain what the name means to you personally.

LETTER TEMPLATE

Dear _____

ACTIVITY 3

WE NEED A NAME

FOR THE TEACHER

Share this information with the children.

- » The first stage in taking control of a piece of land is to give it a name. When we name a piece of land, we are creating a story for it. This is a very powerful thing to do. Many of the names we choose will live on for years.
- » Although many of the places where we live already have names, there are still quite a few spaces which are not yet named.
- » Ask the children to get into pairs. Tell them that this activity will give them and their partner the opportunity to correct this.



PUPIL INSTRUCTIONS

- » With your partner, choose a piece of land that you both know well, but which doesn't have its own name.
- » Use a Google Map of your area to identify and agree on the piece of land you wish to name.
- » Think carefully about the land you have chosen, and try to identify if it has any interesting or clearly visible features. There might be a large boulder there or perhaps a tree that has grown very crooked, or there may be an interesting story about the land that would help you to decide on a name.
- » You will need to share your investigations and thoughts with each other and decide on a way of generating names, and then pick one that you both agree on. You can collaborate online if you have access to this in your class.
- » In the boxes below, draw a map and mark your new place-name on it. If you download and use a copy of Google Maps, you will need to say that it is a Google Map and include a map key.
- » Explain why you choose the name. What does it mean?
- » Finally, can you use your imaginations to create a suitable story that you think might complement the area and the name you have chosen for it?

MAP OF _____



THE STORY BEHIND THE NAME...

FOR THE TEACHER

Pupils will need:

- » a direction compass
- » a large sheet of paper
- » a map of your local area.



PUPIL INSTRUCTIONS

- » In the playground, use the compass to determine which direction is North.
- » Draw an outline of the playground and school on a sheet of paper. Mark the position of North on the drawing along with the other directions in their correct order.
- » What local landmarks you can see? Discuss them with your peers. These might include a church, community centre, wood, park and so on.

Pick which the furthest landmark that can be seen in each direction (North, East, South, West).

Mark these on the sheet and name them, using your playground as the starting point, for example north church, east tree. **Don't worry if your landmark is not exactly on the compass bearing!**

PARTNERSHIP SCHOOLS

If your schools are in the same local community and you can see similar landmarks, share your maps with each other to see if the same landmarks come up.

Why are the directions different on the two school maps? Discuss this with the other school.



ACTIVITY 4

OUR ANCIENT PAST



PUPIL INSTRUCTIONS (PARTNER SCHOOLS)

- » Get into groups, either in your own class, or collaborating with your partner school.
- » Imagine that you work for the tourist board. Your challenge is to come up with a new, interesting trail in Northern Ireland!
- » Your trail should focus on our place-names and the ancient stories that can be told from them.
- » The board want the trail to encourage tourists to visit at least five interesting places with colourful histories in their names.
- » Decide which places to include. Do you want a focus for your trail? You might choose, for example, places that have ancient churches, castles or forts in their names. You could create a trail with animal names. Or pick your own theme!
- » Using Diagram A below, plan your itinerary and explain the magic to be discovered in the stories and names of each of the places. You will need to copy the diagram onto a larger sheet of paper and make the circles much bigger.
- » Decide where the trip should start and finish. Explain what can be seen at each of the stops.
- » Try to include a variety of types of places, and select one from each county.
- » Use Diagram B to design the text and illustrations for the three panes for your leaflet. Each pane should give details of the place-name stops on your tour. You can include a map with directions and landmarks to guide the tourists if you think that might be helpful.
- » Can you work in groups, either with your own class or with your partner, to suggest a tourist trail and design the leaflet that they can make available at each of the airports and ferry ports?

DIAGRAM A

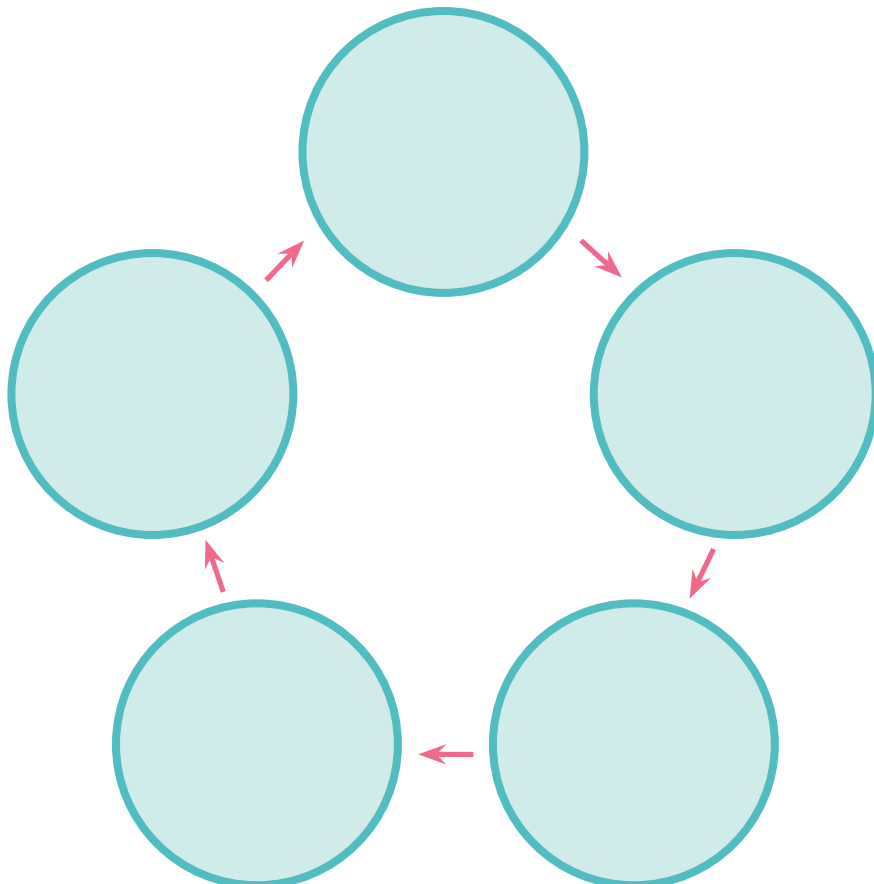


DIAGRAM B

