



Let's Plan



Suggested Learning Intentions

We are learning to:

- generate questions that can be answered;
- contribute to planning for our learning;
- recognise that traditions, festivals and heritage are unique to different cultures;
- explore the heritage of our community and what it means to us; and
- recognise that we are part of our community.

Curricular Links

The activities within this lesson will contribute to the following statutory aspects of the Northern Ireland Curriculum:

Personal Development and Mutual Understanding

Mutual Understanding in the Local and Wider Community

Teachers should enable pupils to develop knowledge, understanding and skills in:

- valuing and celebrating cultural difference and diversity; and
- playing an active and meaningful part in the life of the community.

The World Around Us

Pupils should be enabled to explore:

Interdependence

- the effect of people on the natural and built environment over time.

Place

- how place influences the nature of life;
- features of, and variations in places; and
- change over time in places.



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Thinking Skills and Personal Capabilities

Being Creative

You should help your pupils discover how to:

- seek out questions to explore and problems to solve.

Key Words

- innovation
- Ulster-Scots
- innovator
- research
- heritage
- legacy
- culture

Note to teacher: Depending on the age and experience of your pupils, the main themes of 'Innovation' and 'Ulster-Scots heritage' may require some development time. This is to ensure that the children can fully appreciate the legacy left behind by the famous people covered in the following lesson plans.

The activities within this lesson therefore may make up a series of introductory activities which will ensure that the children are entering into the core of the topic with a full understanding of the concepts.

Lesson Activities

What is Heritage?

Introduce the term 'heritage' to the pupils. What does it mean? Allow them to look the word up in a dictionary. Explain to them that 'heritage' refers to historical events that have a special meaning in group memory. It can refer to features of a



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culture such as traditions, languages or buildings which were created in the past and which still have historical importance. Working in groups, give each group a large sheet of paper and ask them to draw a spiral, which should cover the whole page.



Give the groups the opportunity to draw images and write key words which they feel show their 'heritage' or 'culture'.

What is Ulster-Scots?

Recap on the previous discussions that the children had when they were thinking about the terms 'heritage' and 'culture'. Talk to them about what the Ulster-Scots heritage is and what it means for them and the area in which they live.

Depending on the familiarity that the children in your class have with Ulster-Scots heritage, set the children either a research or a homework task prior to starting this topic on Ulster-Scots innovators. Ask the children to carry out a 3-2-1 activity and find out the following:

- 3 common Ulster-Scots words
- 2 typical Ulster-Scots surnames
- 1 other fact about Ulster-Scots

KWL: I Know; I Want to Know; I've Learned!

Create a large class KWL grid and display it where it can be seen by all of the children. You may wish to do this electronically or on a large A1 sheet of paper.

K I Know	W I want to Know	L I've Learned



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A KWL grid can be used as a way of recording the present level of knowledge that the children have about innovation and about famous innovators from the Ulster-Scots heritage. It will also show what gaps may exist in that knowledge, to structure progress in their learning and to analyse what new information has been learned after research.

Working in small groups, give the children A4 copies of a KWL grid. Ask the children to take turns to tell their group their research from the previous 3-2-1 activity. On a small A4 KWL grid or on whiteboards, ask them to record what they now know about Ulster-Scots in the 'K' (Know) section of their grid.

When they have had some time to do this, ask for feedback from each group and record a summary of their research on the large class version of the KWL grid. Save the grid and add to it as the lesson and the topic develops. When you have finished the topic, as well as at suitable points throughout the topic, return to the grid and add to the 'L' (Learned) section of the grid. This is a good way of recapping on the progress they have made in the topic.

What is Innovation?

Ask the children what they think the term 'innovation' means. Allow them to have some time discussing this with a partner. Encourage discussion on what innovation is by telling the children that innovation is all about finding new ways to do things. Ask the children if they can come up with some more ways to describe it.

Responses (at the children's language level) may include:

- taking on challenges normally seen as impossible;
- an ability to see connections between things; and
- being able to look at things a different way.

Impossible Challenges

As a way of getting the children to think about innovation, ask them to consider what modern-day innovations they can think of. Ideas may include:



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- smartphones
- online shopping
- electric cars
- Segway/ hoverboard

Give each pupil a copy of Resource 1. Being as creative and imaginative as they like, ask them to either draw or write about three innovative ideas under the headings of:

I would like to be able to:

- solve a common problem;
- find a new way of doing something; and
- do something that seems impossible.

Return to the KWL grid and asking the children what they have learned, add more detail to the 'L' (Learned) column.

Ulster-Scots Innovators

Show the children the '[Our Innovators: An Ulster-Scots Legacy](#)' website. Introduce the innovators:

- Amy Carmichael;
- Harry Ferguson;
- John Boyd Dunlop;
- Lord Kelvin;
- Margaret Byers; and
- Professor Pantridge.

Explain to the children that all of these people are from the Ulster-Scots heritage and were innovators for different reasons. The children will find out more about each of these people during the rest of the theme.



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If you wish, you might like to give the children a brief bit of information about each of the people, including, but not limited to, where they were born in Northern Ireland, or where they lived in Northern Ireland.

- Amy Carmichael (born in Millisle, County Down)
- Harry Ferguson (born in Dromara, County Down)
- John Boyd Dunlop (lived in Belfast)
- Lord Kelvin (born in Belfast)
- Margaret Byers (born in Rathfriland, County Down)
- Professor Pantridge (born in Hillsborough, County Down)

Ask the children to mark these places on a map of Northern Ireland.

Assessment for Learning Idea

Reflection

Reflection is an important skill in self-evaluation. Ask the children complete sentences such as:

- It surprised me when I learned that...
- I learned new facts about...
- What I found surprising was...
- I learned best when we...

Connected Learning Opportunities

You may wish to have a look at the [CCEA Thematic Unit 'Being and Belonging'](#) (Section 2: How Am I Connected To This Place?)



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Resource 1 – Innovation

I would like to be able to...

... solve a common problem

... find a new way of doing something

... do something that seems impossible