

Date	Class level Fifth Class and Sixth Class	Subject History
Strand Change and Continuity	Strand Unit Food and Farming	
Title The History of Seaweed in Ireland – research and creating an information poster board		
Objective(s) The aim of the lesson plan is for the children to develop an understanding of how seaweed has been used for food and farming in Ireland over a number of centuries. Research will also include how seaweed has been used by other countries as a resource and source of food and medicine.		
Skills Required Working as an historian, learn about change and continuity, synthesis and communication.		
<p>Learning objectives</p> <p>*Note: The activities included in this lesson plan can be conducted over a course of study or set as project work for the children.</p> <p>The children will set out to learn about how seaweed has been used in the past by completing the questionnaire.</p> <p>They will research information about seaweeds from a range of sources including reading and looking at poetry, folk lore, photographs, brochures, books and the website etc. * A number of the internet searches listed below in the resources will help the children with their search.</p> <p>The children will complete an information poster about their selected topic relating to the history of seaweed in Ireland.</p> <p>The information poster should contain:</p> <ul style="list-style-type: none"> • Main heading • The research / historical question • A time line • Photos or drawings of the different types of seaweeds used. • Photos or drawings of activities involving the use of seaweed. • Short descriptions about the 	<p>Learning activities</p> <p>Talk and Discussion: Discuss with the students how seaweeds are used today. Bring some samples of seaweeds (from the seashore or purchase from a local drug store) into the class. You may also want to show some contemporary products for display.</p> <p>Seaweed may be used as a food – generally referred to as a sea vegetable. (e.g. as an additive in products such as ice cream or as a raw product as part of a recipe - see <i>Irish Seaweed Kitchen</i> by Prannie Rhatigan).</p> <p>Seaweeds may be processed and used for fertilisers (e.g. tomato feed). ;</p> <p>Seaweeds are also popular as forming an ingredient in cosmetics and body care treatments.</p> <p>Team work: Divide the class into teams where each team are to create an information poster to display in the classroom.</p> <p>Discuss with the students what an information poster is.</p> <p>Using the questionnaire (see attached), the students can carry out their own investigation about the use of seaweeds in</p>	

<p>activities involving the use of seaweed.</p> <ul style="list-style-type: none"> • What other historical event was happening in Ireland at the time (e.g. famine, industrial developments and changes in farming practices, etc.) • Name of the team members who have produced the information poster. • A list of references of where the information and photographs have been sourced from. This may be included as a separate document. 	<p>Ireland.</p> <p>The teacher is to select one or more of the following topics for the students to create an information poster:</p> <ul style="list-style-type: none"> • Seaweed harvesting in Ireland and early aquaculture (18th century). • Seaweed and farming (19th and 20th century). • Kelp kilns (17th century), its uses and later the discovery of iodine (19th - 20th century). • Seaweed, poverty, hunger and folklore (18th – 20th century). • How seaweed is used in Ireland today. • How have seaweeds been used in other countries around the world. <p>Use of ICT and the library: The students should be encouraged to download information and images from the website about seaweeds in Ireland. They should use books from the library and also create drawings to help document historical activities relating to the use of seaweeds.</p> <p>Talk and Discussion: When the posters have been completed and are put up for display, each team are to present their findings to the class.</p>
	<p>Resources</p> <ul style="list-style-type: none"> • Laptops and internet access • Information leaflets: Ireland's Coastline seaweed.pdf can be downloaded from the Heritage Council's website: www.heritagecouncil.ie This brochure provides a very good summary of the history of seaweed and how it is used in Ireland today. <p>Useful internet searches include:</p> <ul style="list-style-type: none"> • Earths First Foods; marine algae; dulse • Scarpflow project; culture and tradition; the kelp industry; Scotland • International Wellness Directory; The History of Iodine • Biomara; understanding seaweed; the importance of seaweed across

	<p>the ages</p> <ul style="list-style-type: none"> • The Seaweed Site • Irish Seaweed • Algae Base • History of seaweed; food; Asia <p>Other sites relating to the sea and seashore include:</p> <ul style="list-style-type: none"> • The Marine Institute www.marine.ie • Bord Iascaigh Mharaigh www.bim.ie • <i>Sherkin Island Marine Station</i> www.sherkinmarine.ie <p>Other books and websites:</p> <ul style="list-style-type: none"> • <i>Irish Seaweed Kitchen</i> by Prannie Rhatigan (2009) is a useful book that provides recipes using seaweed. <p>For information posters:</p> <ul style="list-style-type: none"> • Paper • Thick-tipped marker • Glue stick • Scissors • Poster board, either folding or flat (e.g. A1 or A2) • Decorative materials e.g. dried seaweeds, glitter, paint (optional)
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Differentiation
Higher and Lower order questioning. Differentiate group activities and roles to account of individual needs, by support, task. Mixed ability pairing.

Assessment
Clarity and Persuasiveness of the argument.
Teacher observation and questioning.
Analysing and Listening.

Linkage and Integration
English Writing: The pupils could use a writing activity to recount the facts that the opposing team raised.
Geography: The children are thinking about and discussing environmental protection issues with harvesting of seaweed. They could consider how these may affect them in their own communities.
Science: The children conduct further research into the benefits of using seaweeds in different industries.
Arts: The children can create seaweed art – see Arts lesson plans.

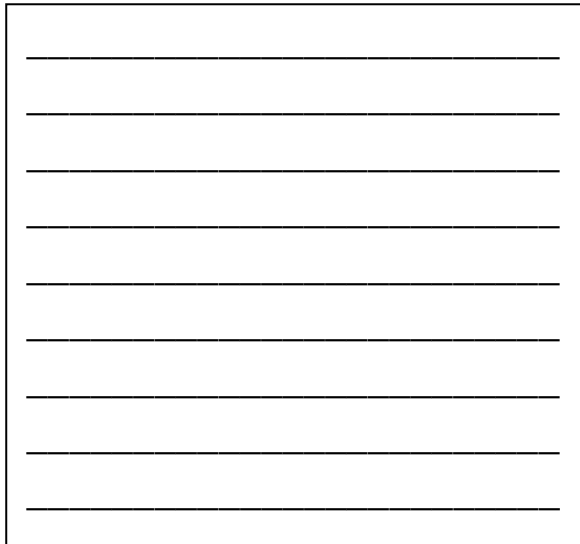
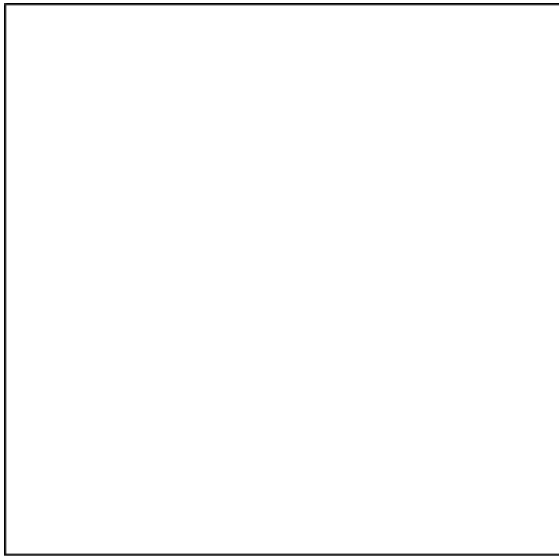
Questionnaire: The History of Seaweed in Ireland

1. During the 12th century a poem *Palmaria palmate* was written about the harvesting of seaweed.

What is the name of the seaweed in the poem?

Who was harvesting it? What was it being used for?

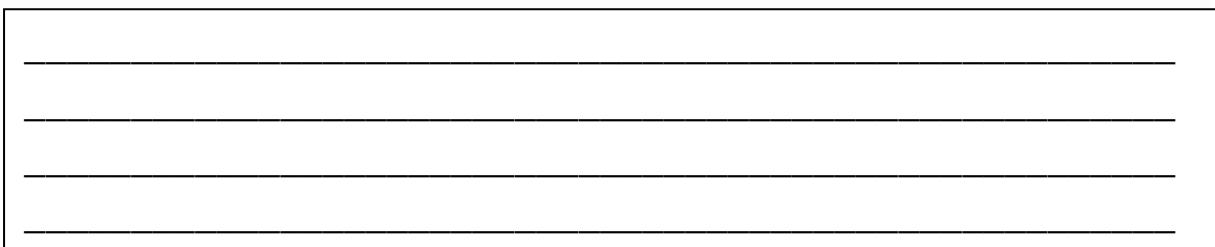
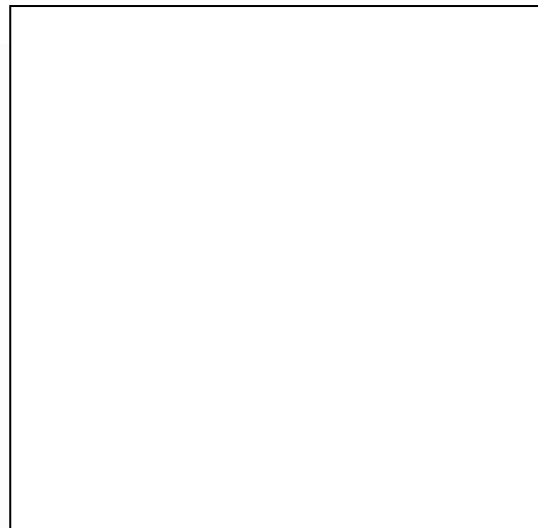
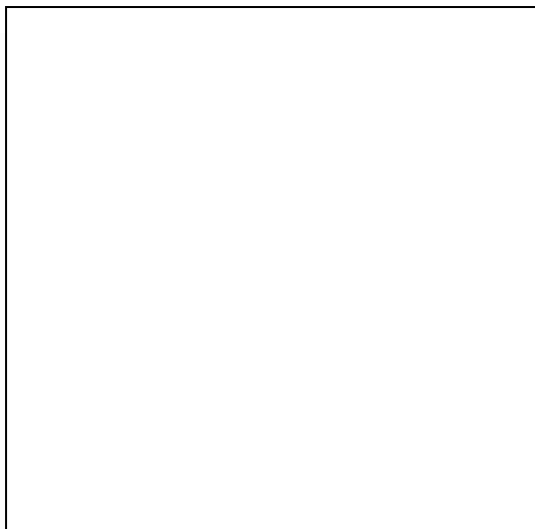
Draw or find a picture on the web to represent the people who would have harvested the seaweed during the 12th century in Ireland.



2. During the famines of the 18th and 19th centuries, starving coastal communities had to use seaweed for food.

What types of seaweeds were used and what were they used for?

Clue: Some of these seaweeds are still used for cooking today.

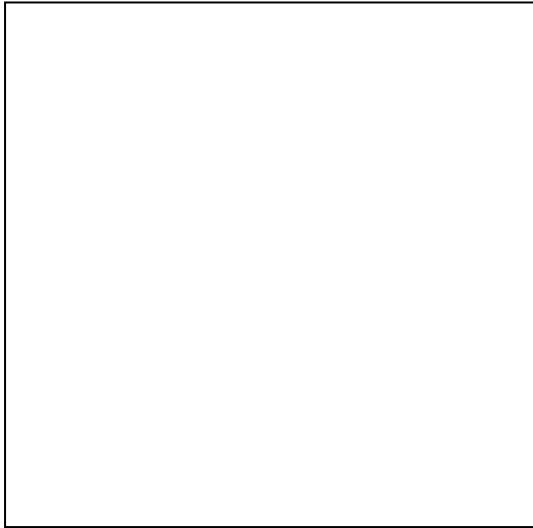


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3. Kelp was gathered and burnt in stone circles known as kelp kilns, which date back to the 17th century.

Find a photo of the seaweed called kelp and place it in the box below.

Explain what the ash of the burned kelp was used for in the 17th century.



4. Dulse / dillisk was harvested during the 18th century for food and medicine.

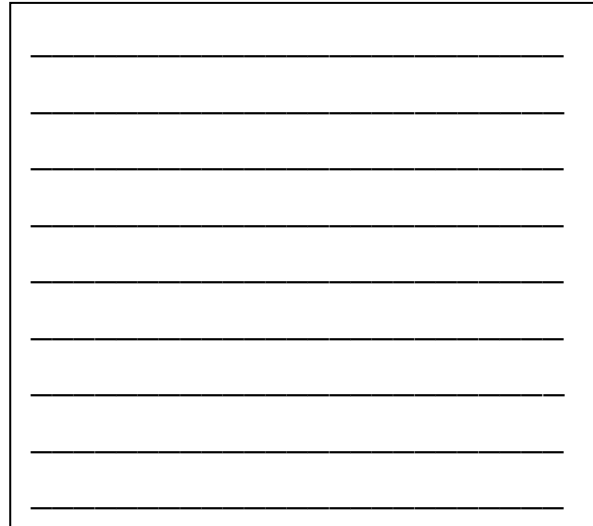
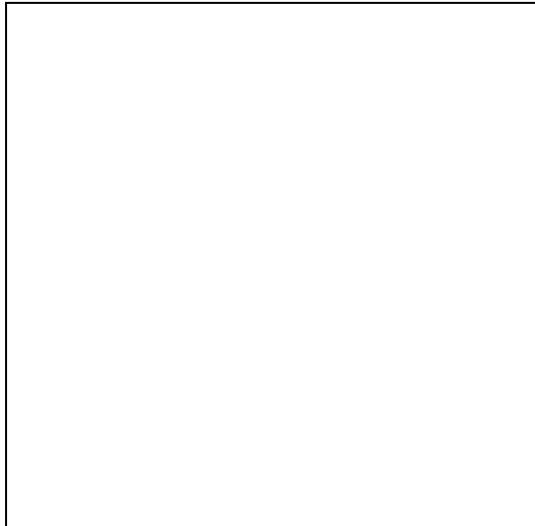
Can you find out what men used dulse for in Dublin during the 18th century. Clue: Irish botanist Caleb Threlkeld wrote about the uses of dulse.

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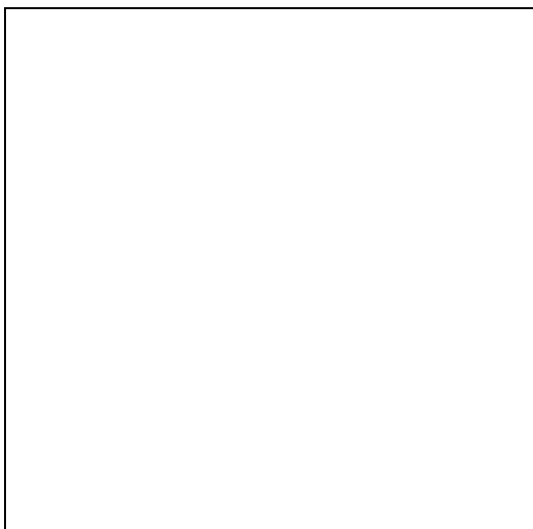
5. *What does the Napoleon's army (1811), huge quantities of gunpowder, willow wood, dried seaweed and iodine have in common?*

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6. Seaweeds were processed and used for fertilisers in Ireland, particularly in areas with poor soil, during the 19th and 20th century.
Can you find a picture of how farmers used seaweed to improve the soil on the Aran Islands during the early 20th century. Explain what type of food was grown in the soil.



7. There are over 500 different types of seaweeds in Irish waters.
Investigate and list what seaweeds are used for in Ireland now. Find pictures or create drawings to represent the seaweed uses.



8. *Can you find another country that uses seaweed? Explain what they use it for and if it is considered an important resource today.*

