

Please make a special effort this week, all of you, children to submit your homework as I have changed the format and would love to see how you got on and do remember by keeping up with the homework you will find next year's subjects easier. Many of the subjects for this week lesson plans will be based on the following poem "The Old Woman Of The Roads". We can incorporate our English, Gaeilge, History, S.P.H.E, Song, Geography and Science. Your grandparents would have learned this when they were going to school. May I suggest that you read this poem slowly, one verse at a time and visualise the word picture which each verse creates. When you get familiar with it - share it and who best to do that than your own very special grandparents? Ring them and recite it. You will make them so happy, believe me.

The following words are from an old lady and here's what she says:

" Every time I hear these words I think of my Granny's house in County Cork. It was everything the old woman of the roads ever prayed for. Blue and white willow pattern plates adorned the dresser, a cuckoo clock ticked and chimed, echoing through the warm cottage. The air was tinged with the sweet smell of a turf fire, and an ever-boiling kettle hung on a blackened hook above the lapping flames."

This famous old poem by Padraic Colum's is about an old woman's desire to possess her own home, where she can find physical shelter as she seeks soul solace of God. She dreams of owning her own little house where she can spend her days quietly caring for a few simple possessions.

The Old Woman Of The Roads

Oh to have a little house!

To own the hearth and stool and all,

The heaped up sods upon the fire, The pile of turf
against the wall!

To have a clock with weights and chains,

And pendulum swinging up and down!

A dresser filled with shining delph,

Speckled with white and blue and brown!



I could be busy all the day

Cleaning and sweeping hearth and floor,

And fixing on their shelf again

My white and blue and speckled store!

I could be quiet there at night



Beside the fire and by myself,
Sure of a bed and loath to leave
The ticking clock and the shining delph!

Och! but I'm weary of mist and dark,
And roads where there's never a house nor bush,
And tired I am of bog and road,
And the crying wind and the lonesome hush!

And I am praying to God on high,
And I am praying Him night and day,
For a little house - a house of my own -
Out of the wind and the rain's way.



Now we will go through each verse and envisage the setting.

What does the **first verse** tell us? Do you agree that the old woman laments that she does not own her own little house, in which she could take great pride? She wishes to "own the hearth and stool and all!" She would be so pleased to be in possession of the "sods" that are used to keep the fire going. The "pile of turf against the wall" would be a beautiful sight for her, if only they could belong to her.

Could you create this sight in any medium of art??

Second verse we see the Joy of Caring for Things

The old woman mentions some other possessions she would enjoy owning in her own little home; she would like to have "a clock with weights and chains / A pendulum swinging up and down!"

She describes the clock, emphasizing its parts. In addition to the clock with its "weights and chains," she would cherish a "dresser filled with shining delph / Speckled and white and blue and brown." She would also like to own a set of dishes that she would keep in her very own cabinet. Her desire for pottery demonstrates that she is aware of its various colours and patterns.

Third verse the old woman shares the Dream of the Householder

The old woman would spend her days in her home. She fantasises with great pleasure and enjoyment that if she owned her own little home filled with sods for the fire, a working clock, and a cabinet filled with fine pottery, she would keep herself "busy all the day / Clearing and sweeping the hearth and floor." Her pride of ownership shines through her dreams of keeping her possessions clean and tidy. In addition to keeping the hearth clean and the floor swept, she would rearrange her ware.

Fourth verse the old woman ponders on the Enjoyment of Quiet Time

At night, she would enjoy being quiet, sitting "beside the fire." She would relish her privacy, knowing that she had "a bed." She would want to remain in her home and not be venturing out; she would be "loathe to leave / The ticking clock and the shining delph!"

Fifth verse: The old woman is Weary of Homelessness

The old woman's mind finally returns to her homeless state of being, from where she reports that she is "weary of mist and dark." Spending her time on the open roads has made her grow "tired" of "bog and road." Instead of the little fantasy of taking care of her own little house, she must endure the constant motion of travelling "where there's never a house or bush." The sound of the "crying wind" and time of "lonesome hush" have been weighing heavily on her soul.

Sixth verse; The old woman prays for shelter for Body and Soul

After such an itinerant life, the old woman laments, reporting that she is "praying to God on high" "for a little house—a house of my own." She seeks shelter for her body as she also seeks shelter for her soul.

What wonderful art you could create on this poem.....please indulge your talent and it will be displayed.

Now "the old woman" might help us with our spellings and synonyms.

Hearth = the floor around the fireplace

Sods = piece of turf

Pendulum = a weight inside a clock that swings

Loathe = hatred

Speckled = spotted

Delph = plates, cups and saucers.

Grammar: Prepositions = denotes position/links between 2 nouns. Look back at our poem for examples..

e.g "sods upon the fire"; clock with weights and chains

Pile of turf against the wall; cat is under the table

Complete the exercise with appropriate **preposition**

1. Nice meet you.

2. Don't be late school.

3. Are you the new student Portugal?

4. Are you a teacher this school?

5-6. Jessica is vacation. She is Italy now.

7. What is this called English?

8. Look the flowers

**Born**

Patrick Colum

8 December 1881

Columcille, [County Longford](#), Ireland

Died: 1972 | Connecticut, U.S.A

History: This week we link up with the author of *The Old Woman of the Roads* and learn a bit about him and The Ireland he grew up in. I want you to read it and get a picture of the Ireland my grandfather grew up in ...

Pádraic Colum was born in Longford Workhouse on 8 December 1881. He was the eldest of eight children born to Patrick Colum and his wife Susan . His father was master of the workhouse.

The workhouse was an institution which operated in Ireland for 80 years, from the early 1840s to the early 1920s. There were 163 workhouses in total. If people could not support themselves, they could come into the workhouse. Pádraic remembers in particular some of the homeless men who stayed there overnight. His father lost his job in 1887 and went to the U.S.A. to the Colorado gold rush . The rush created a few mining camps which produced lots of gold and made people very rich. His mother, Susan and the children moved to her parents' home in Cavan. There, Padraic got to know his uncle Micky Burns, a buyer of fowl, at the poultry fairs .. He developed a great understanding of country folk and an appreciation of traditional songs and stories.

The family moved to Dublin on his father's return from the U.S.A. and Pádraic attended school in Glasthule. His first job was as a clerk in the Irish Railway house in Kildare Street but left to concentrate on writing.. In 1912 Colum married Sligo-born Mary Maguire who was a teacher and taught in St Ita's, Patrick Pearse's school for girls. In 1914 the couple travelled to America for what was to be visit of a few months but lasted eight years. During his time in USA, Pádraic took up children's writing and published a number of collections of

stories for children. The couple finally settled in New York and both lectured at [Columbia University](#).

They also regularly returned to visit Ireland, and were fondly remembered by their relatives.

After his wife's death in 1957, Pádraic continued lecturing, and writing. He died in 1972 and is buried in Sutton, Co. Dublin.

Ireland in the early 1800s was made up of many small farms. Most of the lands were rented to tenants by landlords. The landlords owned a large amount of land but often they did not live on their property. Some families, who had no land themselves, made their living by doing some small amounts of work as labourers.

In early 19th Century Ireland, most children never went to school at all and grew up unable to read or write. Instead they were sent out to work to earn money for their families. Only the upper and middle class children went to school. Children from rich families were taught at home by a governess until they were 10 years old. Once a boy turned ten, he went away to private fee-paying school. There were very few schools available for girls, however, until near the end of the 19th Century. Wealthy girls were mostly educated at home. Kylemore Abbey in Connemara was one of the first schools for girls to open in Ireland. But it did not open until 1920!

Typical lessons at school included the three Rs - Reading, Writing and Dictation, and Arithmetic. In addition to the three Rs which were taught most of the day, once a week the children learned geography, history and singing. The girls learned how to sew.

For maths lessons, children used frames with coloured wooden beads, much like an abacus. Children learned how to multiply and divide using this apparatus.

The day usually began with prayers and religious instruction. Morning lessons ran from 9a.m. to 12p.m. Children often went home for a meal, then returned for afternoon classes from 2p.m. to 5p.m.

Paper was expensive. Children usually therefore wrote on slates with chalk. After a lesson was completed, and the teacher checked their work, the students cleared their slates for the next lesson.



Older children learnt to write on paper. An 'ink monitor' distributed ink to the children, who used pens made out of thin wooden sticks with steel needles. The pen had to be dipped every few words or it would run dry.

Working Children

Children were often forced to work almost as soon as they could walk. This was not something new to the 19th Century as children had always been expected to work for hundreds of years.

Children worked very long hours with little breaks and no fresh air..

They often worked in very dangerous conditions resulting in injuries or even death. Very young children were expected to work

There was no education for the poor, so it was very unlikely they could get better paid jobs when they were older. Children were paid very little because they were younger

The lucky children got apprenticed in a trade, the less lucky ones worked on farms or helped with the spinning. When new types of work appeared in industries and factories, the owners used children for work that adults couldn't do; Crawling underneath machinery or sitting in coal mines to open and close the ventilation doors.

Children worked long hours and sometimes had to carry out some dangerous jobs working in factories.



Chimney sweeping was a job children could do better than adults. Small boys (starting at the age of 5 or 6 years) would be sent



scrambling up inside the chimney to scrape and brush soot away. They came down covered in soot, and with bleeding elbows and knees.

.Thousands of poor children worked and lived on the streets. Many were orphans, others were simply neglected. They worked very long hours for very little money. To buy bread, they sold matches, firewood, buttons, flowers or bootlaces, polished shoes, ran errands and swept the crossing places where rich people crossed the busy roads.

What toys did children play with in the 19th Century?



19th Century children had fewer toys than you have today. Poor families made their own, such as cloth-peg dolls and paper windmills. Children would save their pocket money to buy marbles, a spinning top, skipping ropes, kites or cheap wooden toys.

In rich families girls played with dolls and tea sets whilst boys played with toy soldiers and marbles. People became fascinated by toys that made pictures move.



Children from rich families had rocking horses with real horse hair manes, and dolls houses full of beautifully-carved miniature furniture. Other popular toys

for rich children included china or wax dolls for the girls and clockwork train sets for the boys.

What clothes did children we

Children were often dressed like miniature versions of their parents. There were no hoodies or hightops. No skinny jeans, jeggings or flat-peaked baseball caps and definitely no moustache t-shirts or pants!

Children often had only one set of good clothes which had to last them for years. As they grew older and bigger the clothes were 'taken-out' to fit them better. They only wore these clothes on special days. Often they only wore their boots on special days also.



Girls often wore a protective cover over their clothes called a pinafore. The pinafore was a type of apron that was pinned over the dress and easily removed for washing. Buttons were frequently damaged with lye cleaning products, which was one reason why dresses were not laundered very often.

We link up here again in your geography assignment with Pádraic Colum and Woman of the Roads...We can learn how this rush for gold started in Colorado and many Europeans and Irish people emigrated there. They made their way over to the mines and camps in order to make money for their families to build a home for them and to ensure that they would "have a house of their own". We

wonder how that "old woman" ended up on the roads with no home to call her own....did she have a family; where did she grow up; had she brothers and sisters.... So many questions. You are lucky children, you all have lovely homes which you might tell me about here.

I want you to write a story about
My Home.

In paragraph 1.

- 1 .Tell me your name ,age and class.
2. Where do you live-Is it an urban/rural area.
- 3 Tell me about this area-4/5 sentences.

Draw a plan of your house. Do you recall in our maths class drawing things to scale.

Paragraph 2

Describe your house -bungalow/2 storied ?

How many bedrooms ,other rooms?

What do you like about your house?

What would you change about your house?

Paragraph 3

Is your house environmentally friendly?

If so how? Does it have solar panels, ,double glazed windows?

How could you make your house more environmentally friendly-less electric appliances?

What other features or materials outside or inside your home can make it more environmentally friendly-trees.

Does it differ much from the house this "old woman" is looking for with its hearth and sods, dresser and delph??

Maths; Have a contest with the best mathematician in your house.
Monday Tables up/down in 3.; X 3; DIVIDE by 3;

Book; Mathemagic page 161. Numbers 1-6 (please ask a parent for guidance as some of these need you to have your thinking cap on)
Remember all these sums HAVE to be done using the DECIMAL POINT

Tuesday -Tables up/down in 4; X4 AND DIVIDE BY 4
Get someone brave enough to take you on'

Book Finish page 161 and again all sums to be done using the decimal point and some assistance,as these are quite challenging.

Wednesday--Up/down in 5; X 5; and divide by 5

Everyone will want to take you on today

Book; Brain Teasers pages 46 and 47

Thursday; Tables up/down in 6; X6; divide by 6.

Anyone speedy around where you can show how fast you really are

Book;Brain Teasers Pages 48 and 49.

Friday ; Revise All tables.

the children have to revise tables and do maths from their maths book page 161

Complete all week's unfinished work.

Religion;Children, if you make/get two boxes for OUR LADY'S ALTAR.

A thanksgiving box and a petition box. Decorate them with things from nature-petals ,leaves. In the thanksgiving box, write down all the things that you are thankful for -family, health etc. Say one Hail Mary in gratitude to Our Lady .Remember everyone appreciates gratitude, that includes Our Lady. In the petition box, include all those people/things that you want to pray for. .Our Lady always listens to the prayers of children. Then say one Hail Mary for those things that are causing you worry.

Gaeilge: Again based on our English poem we have an Irish one with the same theme; Tigín Beag Dom Féin. Tigín = a little house

Ó mo thrua, is mo léan (What a pity)
Gan tigín agam féin.

Tine ar an tinteán
Dreisiúr le cupáin,
Plátaí is crúiscín
Iad gorm is bán.

Leapa compórdach,
Le duvet is piliúr.
Codladh chómh sámh
Ní féidir bheith fuar.

Ó mo léan is mo thrua,
Is mé ag siúl is ag siúl,
Gach bother is cosán
Amuigh faoin tuath.

Iarraim ar Dhia
Is na Naoimh go léir,
Tigín a thabhairt dom
Istigh ón aer.

Mo chlann (counting people)
Tá duine amháin i mo chlann.-one person
Tá beirt i mo chlann.-two people
Tá triúr i mo chlann.-three people
Tá ceathrar i mo chlann.-four people
Tá cúigear i mo chlann.-five people
Tá seisear i mo chlann.-six people
Tá seachtar i mo chlann.-seven people
Tá ochtar i mo chlann.-eight people/

Tá naonúr i mo chlann.-nine people

Ceartlitriú - leathanach 56/Bun Go Barr -leathanaigh 118-119
Scríbhneoireacht- leathanach 120 B-Scríobh amach an scéal/
C- Ceisteanna 1-3

Science: ; Panning for Gold Activity

In the gravel or sand at the bottom of a river or lake is where placer **mining**, takes place and the **gold** is retrieved - by metal detecting, panning, cradling, sluicing and dredging. ... Hard rock **mining** is the process of using open pit or underground **mining** tunnels to retrieve the **gold** from the rock. This method of **gold mining** is responsible for recovering most of the worlds **gold** supply.

Maybe you have lots of rocks in our backyard. Collect some , paint them and incorporated them in our sand play. Pretend that you are panning for gold like Pádraic Colum's Dad in Colorado....this is a fun activity to brighten up some rocks and add new life to a sand table and who knows but you could discover gold!

In the poem we heard about the bog and the sods of turf. Do talk to your grandparents about days they might have spent in the bog saving turf for winter fires.

Unit 4; People at Work pages 25-27
Written assignment page 27; A+B+C

PE

- Complete the 200 touches daily challenge, all you need is a ball and a wall. Once you have completed your 200 touches, watch the video in the Tweet below and try some hand-eye coordination drills.
- How many times can you high catch on the run bounce the ball on the run & punt kick the ball off the wall & catch on the full off both sides in 30/60 seconds

Song: As we are talking about a bog in our English poem this is a delightful lively song which you will easily access on You Tube;

Rattlin' Bog

Ho, ro, the rattlin' bog,
The bog down in the valley-o.
Real Bog, the rattlin' bog,
The bog down in the valley-o.

Well in the bog there was a hole,
A rare hole and a rattlin' hole,
And the hole in the bog,
And the bog down in the valley-o.

Ho, ro, the rattlin' bog,
The bog down in the valley-o.
Real Bog, the rattlin' bog,
The bog down in the valley-o.

Well in that hole there was a tree,
A rare tree and a rattlin' tree,
And the tree in the hole,
And the hole in the bog,
And the bog down in the valley-o.

Ho, ro, the rattlin' bog,
The bog down in the valley-o.
Real Bog, the rattlin' bog,
The bog down in the valley-o.

on that tree there was a branch,
A rare branch and a rattlin' branch,
And the branch on the tree,
And the tree in the hole,
And the...

TIN WHISTLE NOTES TO THE SONG
DG GA BA A

B BA GE E

DD' D'B AG G

BG AG BG AG

BD' D'B AG A

BG AG BG AG

BD' D'B AG G