



## The Luck of the Irish

A Disney Channel Original Movie for Cable in the Classroom

Ages 9-14

### Program summary:

Kyle has always relied on his golden pot-of-gold charm to bring him extraordinary luck. When he loses the charm, however, he discovers the truth about his background – he is actually part Leprechaun. Now, Kyle finds himself in a race against time to defeat the charismatic thief who took the charm before he gains control of all the Leprechauns. In the process, Kyle learns that he is capable of making his own luck.

### Language Arts:

Vocabulary: Ancestors, Bangers, Blarney, Clan, Emerald Isle, Famine, Ghillies, Heritage, Immigrants, Leprechaun, Rasher, Shamrock and Stereotype

- Activity #1: Place these vocabulary words on note cards. You could use orange, white and green colored paper since these are the three colors of the National Flag of Ireland. Post the words around the room. Go over the words prior to the program. After the program, have students select a word they heard and explain how it was used. A student giving a correct answer keeps the card.
- Activity #2: Long before people could read and write, storytelling was used to preserve history, customs, and traditions. Stories were also used to explain elements of nature. The Irish have long been known for their storytelling. Many times, fact and fiction are weaved together to make a story believable, yet entertaining.

Divide students into groups. Give each group a paper with two columns. Label one column Fact and the other Fiction. Get students started with the following examples. Allow teams time to share their list. Corresponding numbers do not have to match.

#### Fact

1. Kate was Irish
2. Kyle had a grandfather

#### Fiction

1. Kate was a leprechaun
2. Grandfather was several hundred years old

### Social Studies:

- Activity #1: Place a world map in the room. Have students identify different cultural groups within your community, the state and then the country. Use outside research sources such as the World Almanac or the US Census Bureau. Use yarn to show immigration routes or country of origin.



- Activity #2: Nicknames/Community Connections

Ireland is known as the Emerald Isle. Start students on a nickname quest with the following:  
International:

Land of the Rising Sun (Japan)	Land of Contrast (Mexico)
Where the Land Ends (Chile)	Land of the Eagle (Albania)
Land of the Pure (Pakistan)	Land of the Midnight Sun (Sweden)

National:

Cotton State (Alabama)	Place of the Gods (Hawaii)
Peach State (Georgia)	Old Dominion (Virginia)
Land of Enchantment (New Mexico)	Chinook State (Washington)

Locally:

Have students discuss community nicknames. List them on the board and investigate how those nicknames came to be. It might be necessary to interview community or family members to discover nickname origins.

- Activity #3: Sport Origins

When Kyle faces Seamus in a sport competition, the first game is Hurling. Hurling is considered one of the fiercest and fastest team games. Two teams of 15 use sticks (hurleys or camans) made of ash to hit a ball (sliotar or sliothar) through "H" shaped goalpost. Hurling is the national field game of Ireland. When individuals and families migrated to America, they brought their customs, traditions and sports. Challenge students to identify the origins (this can be an individual country or a geographical area) of the following sports. Once the sport origin is identified, place this information on the world map.

Boomerang Throwing (Australia)	Croquet (France)
Cudgeling (Egypt)	Flying Disc or Frisbee (USA)
Golf (Scotland)	Kendo (Japan)
Lacrosse (Native American)	Luge (Scandinavia)
Polo (Asia)	Rounders (Britain)
Sandyatching (China)	Surfing (Polynesia)
Turner (gymnastic movements) (Germany)	

Levinson, David and Karen Christensen. Encyclopedia of World Sport.  
Santa Barbara, CA: ABC-CLIO, 1996.



### Science:

- Activity #1: Observation is a very important part of science. Kyle's bad day begins when he knocks the trophy off the dresser. Have students list what others things happen to Kyle during the day. Using this list, how do we know Kyle's luck has changed?
- Activity #2: Experimentation helps scientists prove or disprove theories. What does the magnet prove?

## Irish Cooking

U	M	L	C	O	L	C	A	N	N	O	N	D
L	A	M	B	R	C	A	B	B	A	G	E	O
E	H	D	A	E	R	B	A	D	O	S	T	P
N	K	K	R	L	U	A	A	E	E	N	T	R
E	C	F	M	D	B	P	R	C	O	E	L	A
E	I	A	B	D	E	P	A	M	O	N	E	S
H	R	N	R	O	E	M	L	E	I	N	S	P
S	E	K	A	C	N	A	P	Y	T	X	O	B
I	M	M	C	N	S	H	H	D	S	D	U	E
R	I	P	K	I	E	C	S	P	U	E	P	R
D	L	M	E	L	F	I	R	T	O	L	B	R
A	O	B	U	B	R	A	B	U	H	R	S	I
M	A	F	L	U	M	M	E	R	Y	A	K	E
N	L	C	A	D	T	U	M	D	H	O	A	S

**Bacon**

**Barm Brack**

**Boxty Pancakes**

**Cabbage**

**Champ**

**Colcannon**

**Crubeens**

**Drisheen**

**Dublin Coddle**

**Dulse**

**Flummery**

**Lamb**

**Limerick Ham**

**Nettle Soup**

**Pork**

**Raspberries**

**Rhubarb**

**Salmon**

**Soda Bread**

**Trifle**



## Math:

- Activity #1: Students must complete the Irish Cooking Wordsearch to do the following. Knowing how to read and use a graph is important. A wordsearch is actually a graph. Using your answers from Irish Cooking, list the graph coordinates. Remember that coordinates are always given in the same order. The first one is done for you.

Bacon 7,3, SE	Flummery
Barm Brack	Lamb
Boxty Pancakes	Limerick Ham
Cabbage	Nettle Soup
Champ	Pork
Colcannon	Raspberries
Crubeens	Rhubarb
Drisheen	Salmon
Dublin Coddle	Soda Bread
Dulse	Trifle

- Activity #2: Colcannon is an Irish dish that is associated with Halloween. The following recipe serves 4. Preparation time: 10 minutes Cooking time: 20 minutes  
Apply math skills to increase the recipe so that it will serve 12, 24 or 32.

### Ingredients:

- ? cup finely chopped onion, leek or scallion
- ? cup butter
- ? cup creamy milk
- 1 lb cooked mashed potatoes
- 1 ? cups cooked cabbage

Gently fry the onion in melted butter until soft. Add the milk and the well-mashed potatoes and stir until heated through. Chop the cabbage finely and beat into the mixture over a heat until all the mixture is pale green and fluffy.

Recipe from: Walsh, Helen. Irish Cooking. New York: Crescent, 1991.

## Irish Sayings:

The Irish have long been known for their words of wisdom. Transfer the sayings below to individual slips of paper. Divide students into teams, have each team select a saying and discuss the meaning. Share the results.



1. May the road rise to meet you, may the wind be always at your back, the sun shine warm upon your face, the rain fall soft upon your fields and until we meet again, may God hold you in the hollow of his hand.
2. May the face of every good news and the back of every bad news be toward us.
3. May the roof above us never fall in, and may we friends gathered below never fall out.
4. May the strength of three be in your journey.
5. May you have warm words on a cold evening, a full moon on a dark night and the road downhill all the way to your door.
6. Here's that we may always have a clean shirt, a clean conscience and a guinea in our pocket.
7. May you be poor in misfortune, rich in blessings, slow to make enemies, quick to make friends, but rich or poor, quick or slow, may you know nothing but happiness from this day forward.

#### Discussion:

1. Kyle's parents were reluctant to share their heritage. What was Kyle's mother trying to protect Kyle from? And why?
2. After Kyle had a bad game, how did the other students treat him? Who were Kyle's real friends? List the characteristics of a real friend.
3. When Grandfather O'Reilly and Kyle were in the trailer getting Kyle's lucky coin back, what did each one of them want to do with the gold? And why?
4. How can knowing about the past help up to understand the future?

#### Challenge/Enrichment:

1. Research Ireland and make a visual presentation.
2. Explore Irish folklore/fairytales and share one or several with the class.
3. Interview a native from Ireland or another person from a culture different than your own.
4. Identify famous Irish-Americans (ex: John L. Sullivan, Sandra Day O'Connor, Mother Jones, JFK, Georgia O'Keefe, Eugene O'Neil and Molly Brown) and their contributions.
5. Make an Irish-American timeline.
6. Listen to Irish music and learn an Irish dance or a few steps. Teach classmates.

#### Curriculum Standards: "The Luck of the Irish" addresses the following:

- **Arts**

- Understands dance in various cultures and historical periods
- Understands the relationship between music and history and culture
- Understands the visual arts in relation to history and culture



- **Behavioral Studies**  
Understands that group and cultural influences contribute to human development, identity and behavior
- **Geography**  
Understands the characteristics and uses of maps, globes and other geographic tools and technologies  
Understands the concepts of regions  
Understands that culture and experience influence people's perception of places and regions
- **History**  
Understands the historical perspective
- **History – US**  
Understands massive immigration after 1870 and how new social patterns, conflicts, ideas and national unity developed amid growing cultural diversity
- **Language Arts**  
Demonstrates competence in the general skills and strategies of the writing process  
Uses grammatical and mechanical conventions in written compositions  
Gathers and uses information for research purposes  
Demonstrates competence in the general skills and strategies for reading a variety of informational texts  
Demonstrates competences in speaking and listening as tools for learning
- **Life Skills – Work**  
Makes effective use of basic tools  
Uses various information sources, including those of a technical nature to accomplish specific tasks  
Operates effectively within organizations
- **Life Skills – Thinking and Reasoning**  
Understands and applies basic principles of logic and reasoning  
Effectively uses mental processes that are based on identifying similarities and differences (compares, contrast, classifies)  
Applies basic trouble-shooting and problem solving techniques  
Applies decision-making techniques
- **Life Skills – Working with others**  
Contributes to the overall effort of a group  
Uses conflict-resolution techniques  
Works well with diverse individuals and in diverse situations  
Displays effective interpersonal communication skills
- **Math**  
Uses a variety of strategies in the problem-solving process  
Understands and applies basic and advanced properties of the concept of numbers  
Understands and applies basic and advanced properties of the concept of measurement  
Understands the general nature and uses of mathematics



- **Science**

- Understands the nature of scientific knowledge

- Understands the nature of scientific inquiry

- Understands the scientific enterprise

- **Technology**

- Knows the characteristics and uses of computer software programs

- Understands the relationships among science, technology, society, and the individual

Information Literacy is the ability to find and use information. This is the foundation of lifelong learning. The American Library Association has published 9 such standards. [www.ala.org](http://www.ala.org)  
K=information literacy standards

Information Literacy Standards:

1. Accesses information efficiently and effectively (recognizes need for information)
2. Evaluates information critically and competently (is it the right information and is it what's needed for the situation)
3. Uses information accurately and creatively (practical application and problem solving)
4. Is an independent learner and pursues information related to personal interest
5. Appreciates creative expressions of information (develops creative products)
6. Knowledge generation (applies suggestions of others to own product)
7. Information is important to a democratic society (information from a variety of sources including cultures and opinions)
8. Practices ethical behavior when using information or technology (respects ideas of others, uses technology responsibly and leaves it in good shape for others)
9. Participates effectively in groups to use and generate information (shares information with others, respects and acknowledge other's contributions)

The Standards cited in this work are from McRel's content standards and benchmarks. McRel has received international recognition for its efforts. These standards are also used in the Cable in the Classroom magazine. [www.mcrel.org](http://www.mcrel.org)  
K=Browse the standards



Irish Cooking Answers:

U	M	L	C	O	L	C	A	N	N	O	N	D
L	A	M	B	R	C	A	B	B	A	G	E	O
E	H	D	A	E	R	B	A	D	O	S	T	P
N	K	K	R	L	U	A	A	E	E	N	T	R
E	C	F	M	D	B	P	R	C	O	E	L	A
E	I	A	B	D	E	P	A	M	O	N	E	S
H	R	N	R	O	E	M	L	E	I	N	S	P
S	E	K	A	C	N	A	P	Y	T	X	O	B
I	M	M	C	N	S	H	H	D	S	D	U	E
R	I	P	K	I	E	C	S	P	U	E	P	R
D	L	M	E	L	F	I	R	T	O	L	B	R
A	O	B	U	B	R	A	B	U	H	R	S	I
M	A	F	L	U	M	M	E	R	Y	A	K	E
N	L	C	A	D	T	U	M	D	H	O	A	S

Graph Coordinates:

Bacon	7,3,SE	Flummary	3,13,E
Barm Brack	4,2,S	Lamb	1,2,E
Boxty Pancakes	13,8,W	Limerick Ham	2,11,N
Cabbage	6,2,E	Nettle Soup	12,1,S
Champ	7,10,N	Pork	9,10,SE
Colcannon	4,1,E	Raspberries	13,4,S
Crubeens	6,2,S	Rhubarb	11,12,W
Drisheen	1,11,N	Salmon	6,9,NE
Dublin Coddle	5,14,N	Soda Bread	11,3,W
Dulse	9,9,SE	Trifle	9,11,W