Seeding Sustainability - Examining edible/medicinal plants

Lesson 5
Sacred trees of Ireland

Subjects: CSPE; English; History; Geography

Lesson Title and Summary: Sacred trees of Ireland

Many types of trees found in the Celtic nations are considered to be sacred, whether as symbols, or due to medicinal properties, or because they are seen as the abode of particular nature spirits. This lesson will support learners' understanding of sacred trees in Ireland by developing their own research questions. They will practice dividing up tasks and sharing workload, as well as assessing the reliability of the sources they choose to use in their research.

Vocabulary: Driving Question; Sacred Trees; Ash (Fuinseog); Elder (Trom); Hawthorn (Sceach Gheal); Hazel (Coll); Oak (Dair); Rowan (Caorthann); Sacred

In this lesson, the learner will:

- identify native Irish trees
- develop an awareness of sacred trees in Ireland
- practise developing questions to drive research
- work individually and in groups to answer questions
- skim and scan sources for information
- assess source credibility
- organise time and work roles within a group

Materials

- Access to the Internet
- Supporting Skills Worksheet: C.R.A.A.P Test

2 ZERO HUNGER

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

13 CLIMATE ACTION

15 LIFE ON LAND

ACTIVITY INSTRUCTIONS

Activity 1 What can we learn from the sacred trees of Ireland? (15 mins)

1) Think-Pair-Share (5 mins)

- Spend 30 seconds individually writing down the names of any native trees in Ireland.
- Share ideas with a partner.
- As a whole class, share the names of native trees in Ireland in a brainstorm on the board.
- What do you know about these trees?

2) What can we learn from the sacred trees of Ireland? (10 mins)

- Tell the learners they are going to focus on 6 native-Irish trees: Oak (Dair) - Hazel (Coll) - Rowan (Caorthann) - Ash (Fuinseog) - Hawthorn (Sceach Gheal) - Elder (Trom).
- As a whole class, develop 5 driving questions to discover what we can learn from these trees. List the questions on the board. Write down any and all ideas first and then narrow them down.

NOTE: Driving questions are open-ended questions we use to investigate something. They have multiple correct answers, look at different viewpoints and require research of more than one source before we definitely answer. For example, as we are focusing on edible-medicinal plants in this micro-module, a driving question could be 'how can these trees support our health?'.

Activity 2: Research Time (35 mins)

1) Divide learners into 6 groups and assign each group a tree from the list in Activity 1.

2) Each group needs to find answers to the 5 driving questions about their assigned tree. They can divide the workload, however they wish (e.g., each learner could focus on one question or they could work in pairs within their group to answer all the questions and compare information at the end).

- It is important that the learners are aware of credible research sources. Use SDG4 Supporting Skills Worksheet: C.R.A.A.P to help support learners with this.

REFLECTIVE EXERCISE: 3-2-1 (10 mins)

• Three things they feel they have learnt from the tasks.
• Two things they found most interesting and would like to explore more.
• One – their opinion they have about the tasks.

EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, focus on Activity 1. At the end of the lesson, assign each learner a tree to focus on and ask them to complete Activity 2 at home, before the next lesson.

Extension: For a longer lesson, spend more time on Activity 2. Learners can look at more of the supporting references in the media box.

Option B: Spend more time exploring driving questions - see Media box resource.

MEDIA BOX (materials, online video links, extra resources, case studies etc)

Forestry Focus (Sacred and Magical Trees):
https://www.forestryfocus.ie/social-environmental-aspects/cultural-heritage/trees-and-folklore/sacred-and-magical-trees/

Bitesize Botany, '5 in FIVE Native Trees' Trinity College Dublin (7:07min):
https://www.youtube.com/watch?v=e1Zqc1roBA4

Native Irish Trees:
https://web.archive.org/web/20211030100814/http://www.gardenplansireland.com/forum/about69.html

How to write driving questions for project-based learning (15:08min):
https://www.youtube.com/watch?v=u0Eojnkb3Gs

How to develop a STRONG research question (4:18min): https://www.youtube.com/watch?v=71-GucBaM8U&t=224s

LOCAL TRIP / EXPERTISE

Invite a Seanchaí (storyteller) to tell stories about sacred trees.

Map the school or local area to identify if and where the 'sacred' trees grow. Look at the names in English and Irish and see if there's any clues in your local place names, Visit the Irish place names database https://www.logainm.ie/en/ Learners can also research local lore about trees.

Invite a local herbalist or botanist to the class to support learners in answering the driving questions they developed in Activity 1.
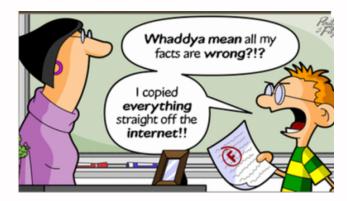
L5 MM3: EVALUATING SOURCES THE CRAAP TEST

15 LIFE ON LAND

FLIPPED CLASSROOM WORKSHEET

This is C.R.A.A.P.

When conducting research it is important to find quality information and avoid misinformation or "fake" information. Therefore critically evaluating your sources is a necessary part of research.

What do you think is meant by the following terms when critically evaluating your sources? Write your ideas below.

1. Currency:
2. Relevance:
3. Authority:
4. Accuracy:
5. Purpose:

Now WATCH :

https://youtu.be/EyMT08mD7Ds

Take notes about the C.R.A.A.P. Test and what you should be looking for when critically evaluating sources to discuss later in class.

C	R	A	A	P

L5 MM3: EVALUATING SOURCES THE CRAAP TEST

This is C.R.A.A.P. -EVALUATING SOURCES WORKSHEET

When critically evaluating sources it's important to consider the 5W's:

- Who wrote this?
- What is the purpose of the resource?
- When was the resource published?
- Where is the information from?
- Why is this resource reliable?

TASK:

You are going to evaluate a source as directed by your teacher.

Try to answer the questions on the following pages relating to:

CURRENCY

RELEVANCE

AUTHORITY

ACCURACY

PURPOSE

After evaluating this source, decide if you think you would use it for your assigned task? Why or why not? If you are not sure, explain why.

L5 MM3: EVALUATING SOURCES THE CRAAP TEST

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This is C.R.A.A.P. - Evaluating Sources Questions

Cite the source you are evaluating:
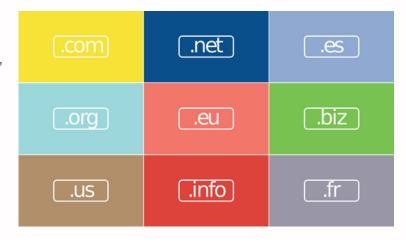
Currency: the timeliness of the information
- When was the information published or posted?
- Has the information been revised or updated?
- Is the information current or out-of date for your topic?
- Are the links functional?

Relevance: the importance of the information for your needs
- Does the information relate to your topic or answer your question?
- Who is the intended audience?
- Is the information at an appropriate level (i.e. not too elementary or advanced for your needs)?
- Have you looked at a variety of sources before determining this is one you will use?
- Would you be comfortable using this source for a research paper?

Authority: the source of the information
- Who is the author/publisher/source/sponsor?
- Are the author's credentials or organizational affiliations given?
- What are the author's credentials or organizational affiliations given?
- What are the author's qualifications to write on the topic?
- Is there contact information, such as a publisher or e-mail address?
- Does the URL reveal anything about the author or source? Examples:
    - .com (commercial),
    - .edu (educational),
    - .gov (government),
    - .org (nonprofit organization),
    - or .net (network)

L5 MM3: EVALUATING SOURCES THE CRAAP TEST

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This is C.R.A.A.P. - Evaluating Sources Questions

Cite the source you are evaluating:

Accuracy: the reliability, truthfulness, and correctness of the content
- Where does the information come from?
- Is the information supported by evidence?
- Has the information been reviewed or refereed?
- Can you verify any of the information in another source or from personal knowledge?
- Does the language or tone seem biased and free of emotion?
- Are there spelling, grammar, or other typographical errors?

Purpose: the reason the information exists
- What is the purpose of the information? to inform? teach? sell? entertain? persuade?
- Do the authors/sponsors make their intentions or purpose clear?
- Is the information fact? opinion? propaganda?
- Does the point of view appear objective and impartial?
- Are there political, ideological, cultural, religious, institutional, or personal biases?