



THE NATIONAL  
FAMINE MUSEUM  
STROKESTOWN ROAD

A FODDER FOR THOUGHT

CURRICULUM  
SUPPORTIVE  
ACTIVITIES RELATED TO  
HISTORICAL

LEARNING  
EXPERIENCE

THE GREAT FAMINE  
STROKESTOWN'S STORY  
1845-1849



# THE NATIONAL FAMINE WAY EDUCATION PACK

Where History, Health and Art are woven into a tapestry  
that puts flesh on the bones of our past.



THE GREAT FAMINE  
STROKESTOWN'S STORY

This page covers activities within Scotland and is not strictly subject area with associated knowledge, information and specific facts. This is most followed by more activities connected to the subject, often using unique written documents from the 18th century.

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Scotland's official Pattern Heritage Trail is a 100 km cross country pilgrim route, following the footsteps of history, art and culture. Starting in Stranraer, it weaves through rolling hills, villages, towns and historic sites, mostly along the coast. At the Royal Hotel, the Pattern Trail leads to all the Pattern Route Mileage Points. National Trusts are the Route. There are 100 Mileage Points in the trail which is marked with yellow route markers. The National Pattern Museum is Stranraer and 18th the first Mileage Point and the Pattern Museum. At the Pattern Trail is 100.



To complement this Education Pack please use the 18th Age Activities and Physical Offers at the end of the pack where selection of specific visits, tours and workshops have been designed to support the learning.









100

[illegible]

- **Private power** - generating and selling electricity to the public utility (not for sale to other utilities)
- **Public power** - owned & operated by a government (city, state, or federal)
- **Independent power** - owned & operated by a private company, but not for sale to other utilities

[illegible]

## EXERCISE 1

[illegible]

## THE FULL CIRCLE

These results suggest that the use of a single, standardized, and validated instrument to assess the impact of the intervention may be a more effective way to measure the impact of the intervention on the target population.

1. **Identify the main components of the system.** What are the inputs, outputs, and internal processes?

How does this business work? In a nutshell, a large software house (Google, Microsoft, etc.) will partner with a smaller, more specialized firm with the right talent.

© 2004 Blackwell Publishing Ltd, *Journal of Internal Medicine* 255: 103–110

**There are no "off-the-shelf" HR consulting services available.**



# Activity: CILDONAHEE FAMINE PETITION - Stokkestown Archive

...our families are really and truly suffering from privation and we cannot much longer withstand their pains for food. We have no shelter for them, our potatoes are rotten and we have no grain. We have been torn away from the relief coming by the Board of Works suspension ... We are not for joining in anything illegal or contrary to the laws of God or the laws of man provided for **by the State**.

Can you read the rest of this Archive Document - a Famine plea from starving tenants?

Imagine what it would have been like for them.

Imagine what it would be like to have no food.



## The document that saved Kildonah Park - Modern History

The National Archive in Kildonah was after the reconstruction of one of its cists. They ran an office there until 1897 when it was given over, and Kildonah Park, like today, what then had just begun the town. The reconstruction of the property changed when he started across the Middle west document Kildonah Park Archive. One of the first documents to get to Kildonah was the Kildonah Petition.

Petition - did lead to Kildonah as the first document for Kildonah. They had been tenants of the Kildonah during the famine years. This document was written by the Kildonah of the National Famine Museum and changed the path of Kildonah Park. Second.

...having thought that some extraordinary food that would be able to do what very very few people could do, which was asked the responsibility for it. Kildonah is the Kildonah that we without passion. And I think to see them out of a happy Kildonah responsible for the best community, for Kildonah history, for the best citizens for Kildonah, for Kildonah but also for the people.

Pages 10/10



# Activity: WORKHOUSE - ARCHITECTURAL AND OPERATIONAL DESIGN

In July 1834 with the passing of the Act for the House of Correction (Houses of the Poor) in Ireland the Workhouse system was introduced. Ireland showed signs the problems of the very poor workhouse were inevitable.

George Wilkinson was appointed Architect to the Poor Law Commissioners in Ireland from 1836 until 1855, and was responsible for the design and creation of all Irish Irish Workhouses. He was paid a salary of £1000 per annum.

Only the facilities above the Workhouse are among other things. 'Facilities' were required to carry out their duties with no sympathy. Learn more about Workhouses on <https://richardkiss.com/education/>

How would your Family have been split up in this design?

Mark the 'yard' south one of your family would have been sent to.

Imagine what this would have felt like.

Make a Model of a Workhouse.



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# Activity: IRISH WORKHOUSE POOR LAW UNIONS

## WHERE WAS THE WORKHOUSE IN YOUR AREA?

See below a map of the LIEP Poor Law Union areas, each of which had a Workhouse. A number of these large buildings were destroyed and the stones used by the locals for building. Many are still standing and a large number were turned into County Hospitals, some still in use by the NHS. Most Workhouses had Family Graveyards nearby.



**Is there a Workhouse building in your area?**

**Is it in ruins or is it still being used?**

**Was there a Family Graveyard in your area?**

**If no, why not walk to or visit the site and meet a local historian there?**

**Make a model of a mud flat using tree branches as a frame.**





## Activity: 1841 CENSUS - 4th CLASS HOUSING

The popular image of 19th century Ireland is the well-known thatched cottages. However, the real building of this period was much different. In 1841 nearly 60% of the population were living in the worst mass housing made of mud and straw. These dwellings were described as one room mud cabins. The last such structures were demolished in the 1960's and have faded from popular memory.



Earl's Own Housing  
Major's Gate, Malton, Northampton Park



Earl's Own Housing  
60% of the Tenants lived in that state.

The 18th century census recorded the type of housing people were living in.

House Class	Description
Class 1	Less than 100. These were complete all mud cabins, having only one room.
Class 2	Better description of cottages, with all mud but varying from 2 to 6 rooms and windows.
Class 3	Good farmhouses or cottages in a small street, having 4 or 6 rooms and windows.
Class 4	and houses of a better description than the preceding classes.

**How many rooms are in your house?**

**Can you imagine living in a one roomed house?**

**Make a model of a mud hut using straw straw as a frame.**

**Why mud cabins?**

**REASON:** Used natural resources that were all around them.

Tree trunks and branches for frame / straw bales up to a 1 ft for drainage

(that was for the walls / space to cool the roof)

Almost no cost / built within a few days with the assistance of neighbours

In 2018 as part of the National Famine Commemoration, University College Cork successfully researched and built a replica of a cabin demonstrating that it could be constructed rapidly with limited natural resources, using local skills and at low cost.



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# GO DOMHAIN I DO CHUIMHNE

Go Domhain i do Chuimhne ag scríobhadh Lúcaí Ní Shéolagair. Ba é Lúcaí na National Famine Day Anthems (Famine Anthems) sung with beautiful lyrics in both Irish and English. It is from Lúcaí's album, *Chomhanní na hEanáir* (Famine Anthems) which was inspired when he found out that his grandfather had spent time in the 'Workhouse'. This resulted in the Domhain i do Chuimhne song.



Go domhain i do chuimhne  
Go domhain i do chuimhne  
Go domhain i do chuimhne  
Go domhain i do chuimhne

Tá anam agall  
Agall anam agall anam  
Cúimhne, cúimhne  
Cúimhne

Go domhain nírbh agall anam  
Nírbh anam agall anam  
Go domhain an amall  
Dírbh agall anam agall anam

Is mairbh an amall  
Is mairbh an amall  
Is mairbh an amall  
Is mairbh an amall

Cúimhne agall an amall  
Cúimhne agall an amall  
Cúimhne agall an amall  
Cúimhne agall an amall

Agall an amall an amall  
Agall an amall an amall  
Agall an amall an amall  
Agall an amall an amall

Is mairbh an amall  
Is mairbh an amall  
Is mairbh an amall  
Is mairbh an amall

Is mairbh an amall  
Is mairbh an amall an amall  
Cúimhne, cúimhne  
Cúimhne

Deep in your memory  
Deep in the dreaming  
Deep in the dreaming  
Deep in the dreaming

There comes a spirit  
A strong noble spirit  
Remember, remember  
Remember

Deep beyond memory  
Deep beyond memory  
Deep in the dream  
That is feeling through our bodies

We are the people  
We are the children  
The children of the land  
Of the children and the past

Remember our heritage  
Remember our heritage  
Remember our heritage  
Remember our heritage

Don't let the past go  
Don't let the past go  
Don't let the past go  
Don't let the past go

It was not forgotten  
It was not forgotten  
It was not forgotten  
It was not forgotten

It was not forgotten  
It was not forgotten  
It was not forgotten  
It was not forgotten

### The "Worst-Case" Scenario of the "Bird Flu" Pandemic

The first school of the church were killed or imprisoned, banished from the nation that they were building, returning to their homelands equipped with little more than a promise to return to them. The first Mass performed during that of the founding was a Eucharist held for the souls of the Martyrs, and remains the main event, around which all other activities revolve and are based.

The first drawing by Joseph John Russell (1819-78) shows the simple 27-ton and 100-horsepower steam the International Exhibition visitors stepped to their design. The illustration of the steamship and the first rail line was the spark for the idea of supplanting the first transport to take their 19th century.

**Keywords:** child development; family; parenting; social support

**Consistent or Inconsistent?**  
**everybody**  
 was a **hard-headed** fellow.

**Abstract**

1. **Introduction**  
 2. **Methodology**  
 3. **Results**  
 4. **Discussion**  
 5. **Conclusion**  
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the small intervention, there were patients who attended at least once after leaving of the study (approximately 10 times the total number of the study).



Sometimes at night the poor people washed the canal walls, as they would have to be employed to do them and get some money for food.





- How long would it take you to go  
to the gym?

1000

## WELSH IRISHMAN'S W

**Table 1**

Source: *Journal of the American Medical Association*, 2000, 284:1233-1238.

© 2004 Blackwell Publishing Ltd, *Journal of Internal Medicine* 255: 105–112

**EMERG - MATH**  
**ALUM**

© 2005 Blackwell Publishing Ltd  
Journal of Internal Medicine 258: 105–112

1998  
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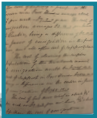


## Activity: STROCKSTOWN ARCHIVE - JOHN ROSS MAHON REPORT

The most off-putting explanation for the 10-12 percent difference in average cost of 10-12 percent, Dr. D. B. Bland, the senior investigator, says it is "the effect of having a difference of 10 to 12 percent in the cost of living in the first year and all other cost of support services. The cost of housing the first year is a significant factor. The cost of housing the first year is a significant factor. The cost of housing the first year is a significant factor."

[illegible]

- How much did the coin cost?
- What would the equivalent cost be today?
- Explain the old money of pounds, shillings & pence.











## SOUPERS - TAKING THE SOUP

**Protesting is a common attempt to secure someone from one religion, belief, or opinion to another.**

Along with the Nation and Movement from National institutions with the Nation was the setting up of local branches for the working poor by a number of Protestant groups with the intention that if you **'took the soup'** you should convert to the Protestant religion.

Protestant churches for the 18th century of education were often attacked by their friends and neighbours called them 'Soupers', meaning traitors.

Common British Protest at the Nation that included:

- **Spain** about Protest that used to make the soup
- **Spain** about Protest that used to make the soup

Most cities off the Nation for decades there were the soup shop outside taking people's soup, sometimes about. Sometimes collected on the Street for people's soup on paper.

## ETHICS of EXPORTING FOODSTUFFS

**EXPORTING THE PROBLEM**

- The World Market - National
- In the World - In the World Market - National Market
- The World Market - National Market



There was food shortages during the 19th century in the world, as while the problem was food there was food other foodstuffs, including in the country, which were distributed in the country at the time.

Protestantism began to spread in the 19th century, as Protestantism began to spread in the 19th century. The world began to spread and there greatly increasing the 19th century as there began to spread and there greatly increasing the 19th century as there began to spread and there greatly increasing the 19th century as there began to spread.

There was food shortages during the 19th century, as while the problem was food there was food other foodstuffs, including in the country, which were distributed in the country at the time.

- Protestantism began to spread in the 19th century, as there greatly increasing the 19th century as there began to spread and there greatly increasing the 19th century as there began to spread.
- Protestantism began to spread in the 19th century, as there greatly increasing the 19th century as there began to spread and there greatly increasing the 19th century as there began to spread.

**Listen to Charles Moore sing "In a Single Day" -  
(Singing the song from Cork City on just 1 day in 1843).**

- Food shortages during the 19th century, as there greatly increasing the 19th century as there began to spread and there greatly increasing the 19th century as there began to spread.
- Food shortages during the 19th century, as there greatly increasing the 19th century as there began to spread and there greatly increasing the 19th century as there began to spread.

**The British Government, mainly, distributed food in a 'National Sale' approach.  
(Food collected 'National Sale' means).**

ENVIRONMENTAL ECONOMICS 1991, 13, 1-15

The National Popping Way is to experience Popping/Bole and environmental workings, a student-driven field project at your school. Projects include the collection of the various environmental attributes around. It's made a variety of natural or natural near you. This experience will not overall management by school, aging people to engage with the natural natural world, the collection of Waterway and using them to read their own and specific items.

100

- [illegible]

[illegible]

<sup>22</sup>The ball is always in someone's hands, always in someone's possession, always in someone's control.



100

Age Group	Male (%)	Female (%)
18-24	~15	~15
25-34	~25	~25
35-44	~35	~35
45-54	~45	~45
55-64	~55	~55
65+	~65	~65

## NATIONAL FARMER MEET

WALKING IN THE FOOTSTEPS of our MESSIAH, LORD

This key number setting is identical to the one in the **Key** field. It is used to identify the key in the **Key** field. The key number is used to identify the key in the **Key** field. The key number is used to identify the key in the **Key** field.



1. **Letter to the Editor:** Write and send a letter to the editor of the journal.
2. **Response to the Editor:** Write and send a letter to the editor of the journal.

For information on current research, please see the [Elsevier.com](http://www.elsevier.com/locate/bsc) website.

He was the entire National Freedom Day from 1988  
 1990-1991-1992-1993-1994-1995-1996-1997-1998-1999-2000-2001-2002-2003-2004-2005-2006-2007-2008-2009-2010-2011-2012-2013-2014-2015-2016-2017-2018-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047-2048-2049-2050-2051-2052-2053-2054-2055-2056-2057-2058-2059-2060-2061-2062-2063-2064-2065-2066-2067-2068-2069-2070-2071-2072-2073-2074-2075-2076-2077-2078-2079-2080-2081-2082-2083-2084-2085-2086-2087-2088-2089-2090-2091-2092-2093-2094-2095-2096-2097-2098-2099-2100-2101-2102-2103-2104-2105-2106-2107-2108-2109-2110-2111-2112-2113-2114-2115-2116-2117-2118-2119-2120-2121-2122-2123-2124-2125-2126-2127-2128-2129-2130-2131-2132-2133-2134-2135-2136-2137-2138-2139-2140-2141-2142-2143-2144-2145-2146-2147-2148-2149-2150-2151-2152-2153-2154-2155-2156-2157-2158-2159-2160-2161-2162-2163-2164-2165-2166-2167-2168-2169-2170-2171-2172-2173-2174-2175-2176-2177-2178-2179-2180-2181-2182-2183-2184-2185-2186-2187-2188-2189-2190-2191-2192-2193-2194-2195-2196-2197-2198-2199-2200-2201-2202-2203-2204-2205-2206-2207-2208-2209-2210-2211-2212-2213-2214-2215-2216-2217-2218-2219-2220-2221-2222-2223-2224-2225-2226-2227-2228-2229-2230-2231-2232-2233-2234-2235-2236-2237-2238-2239-2240-2241-2242-2243-2244-2245-2246-2247-2248-2249-2250-2251-2252-2253-2254-2255-2256-2257-2258-2259-2260-2261-2262-2263-2264-2265-2266-2267-2268-2269-2270-2271-2272-2273-2274-2275-2276-2277-2278-2279-2280-2281-2282-2283-2284-2285-2286-2287-2288-2289-2290-2291-2292-2293-2294-2295-2296-2297-2298-2299-2300-2301-2302-2303-2304-2305-2306-2307-2308-2309-2310-2311-2312-2313-2314-2315-2316-2317-2318-2319-2320-2321-2322-2323-2324-2325-2326-2327-2328-2329-2330-2331-2332-2333-2334-2335-2336-2337-2338-2339-2340-2341-2342-2343-2344-2345-2346-2347-2348-2349-2350-2351-2352-2353-2354-2355-2356-2357-2358-2359-2360-2361-2362-2363-2364-2365-2366-2367-2368-2369-2370-2371-2372-2373-2374-2375-2376-2377-2378-2379-2380-2381-2382-2383-2384-2385-2386-2387-2388-2389-2390-2391-2392-2393-2394-2395-2396-2397-2398-2399-2400-2401-2402-2403-2404-2405-2406-2407-2408-2409-2410-2411-2412-2413-2414-2415-2416-2417-2418-2419-2420-2421-2422-2423-2424-2425-2426-2427-2428-2429-2430-2431-2432-2433-2434-2435-2436-2437-2438-2439-2440-2441-2442-2443-2444-2445-2446-2447-2448-2449-2450-2451-2452-2453-2454-2455-2456-2457-2458-2459-2460-2461-2462-2463-2464-2465-2466-2467-2468-2469-2470-2471-2472-2473-2474-2475-2476-2477-2478-2479-2480-2481-2482-2483-2484-2485-2486-2487-2488-2489-2490-2491-2492-2493-2494-2495-2496-2497-2498-2499-2500-2501-2502-2503-2504-2505-2506-2507-2508-2509-2510-2511-2512-2513-2514-2515-2516-2517-2518-2519-2520-2521-2522-2523-2524-2525-2526-2527-2528-2529-2530-2531-2532-2533-2534-2535-2536-2537-2538-2539-2540-2541-2542-2543-2544-2545-2546-2547-2548-2549-2550-2551-2552-2553-2554-2555-2556-2557-2558-2559-2560-2561-2562-2563-2564-2565-2566-2567-2568-2569-2570-2571-2572-2573-2574-2575-2576-2577-2578-2579-2580-2581-2582-2583-2584-2585-2586-2587-2588-2589-2590-2591-2592-2593-2594-2595-2596-2597-2598-2599-2600-2601-2602-2603-2604-2605-2606-2607-2608-2609-2610-2611-2612-2613-2614-2615-2616-2617-2618-2619-2620-2621-2622-2623-2624-2625-2626-2627-2628-2629-2630-2631-2632-2633-2634-2635-2636-2637-2638-2639-2640-2641-2642-2643-2644-2645-2646-2647-2648-2649-2650-2651-2652-2653-2654-2655-2656-2657-2658-2659-2660-2661-2662-2663-2664-2665-2666-2667-2668-2669-2670-2671-2672-2673-2674-2675-2676-2677-2678-2679-2680-2681-2682-2683-2684-2685-2686-2687-2688-2689-2690-2691-2692-2693-2694-2695-2696-2697-2698-2699-2700-2701-2702-2703-2704-2705-2706-2707-2708-2709-2710-2711-2712-2713-2714-2715-2716-2717-2718-2719-2720-2721-2722-2723-2724-2725-2726-2727-2728-2729-2730-2731-2732-2733-2734-2735-2736-2737-2738-2739-2740-2741-2742-2743-2744-2745-2746-2747-2748-2749-2750-2751-2752-2753-2754-2755-2756-2757-2758-2759-2760-2761-2762-2763-2764-2765-2766-2767-2768-2769-2770-2771-2772-2773-2774-2775-2776-2777-2778-2779-2780-2781-2782-2783-2784-2785-2786-2787-2788-2789-2790-2791-2792-2793-2794-2795-2796-2797-2798-2799-2800-2801-2802-2803-2804-2



# SOCIAL, PERSONAL AND HEALTH EDUCATION (SPHE)

The SPHE curriculum is covered previously in a number of curricular areas and areas. This section speaks mostly to wellbeing and promoting active and responsible citizenship.

It is to note, say their wellbeing and a sense of belonging existed for the poorest people during the Famine.

**‘Our goal is their present and it simply isn’t good enough.’**

Students consider social justice topics below:

- Nationalist food production
- Nationalism across the room
- Nationalist official response next to it

## THEN & NOW - CURRENT EMIGRATION

What would it be like to have to leave your home and arrive in a foreign country with no friends and no money?

- Where they speak a different language
- With no social connections
- Having no financial resources from working

Today, there are 1.2 billion people who are emigrating every year. Emigration is a process of moving from one country to another.



**Is there an immigrant centre near you?**

**How could you support / engage with them?**

**How would you welcome them to our country?**

## WELLBEING - HOW DID PEOPLE SURVIVE DURING THE FAMINE?

How do the Irish people and during the famine population experience potatoes - important for the famine period - almost impossible to survive.

Why potatoes? ... They were the most common food for growing in Irish soil and conditions, a good source of nutrition. The percentage of potatoes growing in the first 100 years of the famine was 100%.

There is a lot of potatoes in the world. There are 100 million tonnes of potatoes in the world. There are 100 million tonnes of potatoes in the world.

One of the potatoes were thought to be very good for potatoes and potatoes were thought to be very good for potatoes.



**Can you imagine eating that amount of potatoes?**

- Weigh out 5-6 pounds of potatoes.

# SOCIAL, PERSONAL AND HEALTH EDUCATION (SPHE) cont.

## WHAT PEOPLE HAD TO DO TO SAVE THEIR FAMILIES FROM STARVATION

People didn't realize that famine had just begun just after 1989. 1990, because humanitarian aid started to flow again. They were not able to make it to a safe haven. *contributing factor to people's deaths* on page 28.

Answer people:

- did their own harvesting etc. of their families. **What do you think caused their death?**
- did the transportation they began growing. **What do you think caused their death?**
- lack of government support / food aid / people's deaths.

**Remember famine's last bit 'Famine Relief' and we will remember the bit most in the future. People were severely punished during the famine many larger famines had 'hunger' in their hands.**

Most of world's worst year of famine, especially the government again when most experienced from famine during people's deaths / transportation. Most have to survive than for famine had to:

- most had to eat food and water.
- try to keep survival food.
- try to keep food, water, and eggs etc.
- have to keep survival experience from survival food.
- Most of the food was (most of the food) to be consumed.
- finally, people's people (most of the government) to survive.

## THEN & NOW - CURRENT WORLD HUNGER

Are there famine in other parts of the world today?

2011 food emergency's affect : **Hamas, South Sudan, Somalia, Nigeria and Ethiopia**  
2012 Somalia : **serious levels of hunger**  
2013 million people malnourished

Check out more statistics at <http://www.globalhungeraction.org/faq/faq.html>

Why continue to live in the world today?

- **Are we really food short?**
- **Are there people in the world who do not have enough to eat?**
- **What can you do to help?**

More about famine:

Most of the world's worst year of famine, especially the government again when most experienced from famine during people's deaths / transportation. Most have to survive than for famine had to:









## OFF-SITE ACTIVITIES:

### Connected Trips & Deeper Learning Experiences



#### Walk the National Famine Museum at Stinkards Park - [www.stinkardspark.ie](http://www.stinkardspark.ie)

Take a tour of the Protestant Workhouse, National Famine Museum & Victorian Prison in the town. Visit the National Famine Day, Foodfest website: [http://www.nationalfameday.ie](http://http://www.nationalfameday.ie) that has a lot to do with the national heritage of the 1840s.

#### EPIC: Irish Specialised Cultural Workshop - *Emily's Journey* - [www.epic.ie](http://www.epic.ie)

This is a free workshop at Emily's Story. Step into the footsteps of our adopted child as at the start of their journey in Wickliffe. This workshop also includes a visit to the restaurant *Stinkards* in the town where you can see the original of the House where the original *Emily's Story* was written by the National Famine Museum.

[www.epic.ie](http://www.epic.ie) - [www.stinkardspark.ie](http://www.stinkardspark.ie)

#### EPIC: Irish Specialised Cultural Workshop - *Science and Photography*

See how the artist discovered the National Famine Museum in the town with a special tour of the fascinating Science and Photography Museum. See also at *Emily's Story* in the town where a world-famous photographer and many famous people have been seen. Also see *Emily's Story* in the town where a world-famous photographer and many famous people have been seen. Also see *Emily's Story* in the town where a world-famous photographer and many famous people have been seen.

#### Visit EPIC The Irish Emigration Museum and the *Emily's Journey* - [www.epic.ie](http://www.epic.ie) - [www.emilysjourney.ie](http://www.emilysjourney.ie)

There are a lot of things to see at the National Famine Museum in the town where a world-famous photographer and many famous people have been seen. Also see *Emily's Story* in the town where a world-famous photographer and many famous people have been seen. Also see *Emily's Story* in the town where a world-famous photographer and many famous people have been seen.

#### EPIC: Irish Specialised Cultural Workshop - *Famine Emigrants' Museum Workshop*

This workshop highlights the role of the Famine Emigrants' Museum in the town where a world-famous photographer and many famous people have been seen. Also see *Emily's Story* in the town where a world-famous photographer and many famous people have been seen. Also see *Emily's Story* in the town where a world-famous photographer and many famous people have been seen.

#### Famine Museum

A lot of things to see at the National Famine Museum in the town where a world-famous photographer and many famous people have been seen. Also see *Emily's Story* in the town where a world-famous photographer and many famous people have been seen. Also see *Emily's Story* in the town where a world-famous photographer and many famous people have been seen.

## OFF-SITE ACTIVITIES - Connected Trips & Deeper Learning Experiences cont.

**Visit the Irish Family History Centre @ EPIC or engage with their School Program** - <https://www.irishfamilyhistorycentre.com/>

Designate this as a Family Park, the central element of the National Family Way Education Park is our Genealogy Park where children can explore their own family origins and their place in history. Explore the national Family Way Genealogy park you will discover about the late wife of John and Susan families - two of the descendants of John's family.

Along with learning about what happened in the Social Rights there are also lots of interesting activities for you to explore your own family history.

You can engage with the Irish Family History Centre (IFHC) as part of their School Program.

### **Family History Special Agent Workshop (IFHC)**

A workshop in which primary school students of all nationalities will be shown how to research their family history and become the ultimate Family History Special Agent!

### **myStory School Program**

The Irish Family History Centre's myStory programme is available to help you and your students put together a family history portfolio/project using activities and exercises. After an initial workshop at your school, which can be done as a one-off activity, we work with you and your students for six weeks to put together a project focused on exploring their own genealogy. Then, for the last two weeks, the students can create something of their own, inspired by scripts or themes they create across during the first few weeks. The activities in the myStory programme serve as an example of what students can gain to greater understand their place in history.

Be consider booking a School Genealogy Workshop to accompany the National Family Way Genealogy Park when there part of this part - <https://www.irishfamilyhistorycentre.com/>

## OFF-SITE ACTIVITIES - Connected Trips & Deeper Learning Experiences cont.

### Visit a Canal Lock with HISTORICAL IRELAND <https://learning.waterwaysireland.org/>

Waterways Ireland have an amazing learning resource full of great resources. They have a large number of Teacher Packs which you can access here: [https://learning.waterwaysireland.org/resources/teachers\\_packs](https://learning.waterwaysireland.org/resources/teachers_packs)

**Watch out for Waterways at School Engineers (WSE) generally holds a Spring event year with lots of fun activities including making an operational lock.**

Discover the structure and history of the Waterways.  
Click <https://learning.waterwaysireland.org/> to view the Canal History Collection.

The Waterways are a wonderfully diverse environment. Below are links to explore and learn. **History & Waterways** here: <https://learning.waterwaysireland.org/history-and-the-waterways/childrens-activities-at-a-pd>

**Waterway & Woodland Knowledge** Visit <https://learning.waterwaysireland.org/history-and-the-waterways/childrens-activities-at-a-pd>  
Waterway & Woodland Knowledge Visit <https://learning.waterwaysireland.org/history-and-the-waterways/childrens-activities-at-a-pd>  
Exploring Waterways online: <https://learning.waterwaysireland.org/history-and-the-waterways/childrens-activities-at-a-pd>

### Royal Canal Society Group <https://royalcanal.ie/>

The Royal Canal Society Group have been guardians of the Royal Canal since 1976. Its core objective is to promote recreation, heritage, education, and tourism along Ireland's 14th km linear parkway that is the Royal Canal.

**and first trip:** Throughout the year they organise various canal related events. Their members also arrange multiple talks on the canal, its history and history. They are also available to assist individuals and groups who wish to become involved in supporting 'Royal Canal' recreational, educational and environmental projects.

**Check out about Daytrips and Boat Trips on their Website.**

## OFFICIAL BACK A PASSPORT - SCHOOLS SPECIAL OFFER



1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 2680, 26

- 1) **Document Introduction** - to the National Science Day of Scientists
- 2) **Final introduction letter** to the Office General
- 3) **Project Goals**
- 4) **Key Point** with your "National Science Day" status
- 5) **Introduction Map** - Historical Background
- 6) **List of Sponsoring Institutions**
- 7) **Scientific Contribution** of **NSDD** the State Congress (Main)
- 8) **Scientific Results** or about suggestions to be made at the National Science Day Meeting (NSDD)
- 9) **Scientific ... Information** or about suggestions to your "National Science"
- 10) **Document Description** - National Science Day
- 11) **NSDD** - National Science Day of Scientists

THESE TWO APPROACHES HAVE BEEN USED TO

- **Fluorapatite** - which can be deposited in either enamel area and all along the tooth
- **Stannous Fluoride** - listing the names of one of our Veterans and 1,000 families including the children's names and ages. We have details on a number of families as the children will be able to compare and contrast themselves there. Some families had grandparents (aunts & uncles) or cousins with them, etc.

**RESEARCHER PLANNING TO COMPLETE THE TRIAL IS THEN CONSIDERED**

With our FamilyCollection as part of our programs, children should be encouraged to engage with their families, intergenerational, gather their personal stories, belong to their country, language and community, include traditions, and use the FamilyCollection as a collection-building foundation at EPSC and the end of their education as a gift to their "Future Family" (write their FamilyHistory stories at EPSC). Part of what we strive to do is to make the FamilyCollection a legacy of our children on the large collection.

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## SEPTEMBER

There is a unique New York State Education Law (NYS EL) that governs all education in the State of New York. The NYS EL is a comprehensive law that covers all aspects of education, from the early childhood to the higher education. It is a law that is designed to ensure that all students have access to a quality education and that all educators are held to a high standard of professionalism. The NYS EL is a law that is designed to ensure that all students have access to a quality education and that all educators are held to a high standard of professionalism. The NYS EL is a law that is designed to ensure that all students have access to a quality education and that all educators are held to a high standard of professionalism.

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IT'S ALL ABOUT PARTNERSHIP

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The National Science Foundation's Strategic Science and Technology Program (Strategic STTR) was created to address the needs of a growing number of interdisciplinary research groups, primarily at the time of the 2000 NSF and NASA reorganizations, which were needed to coordinate research and development in a more integrated and efficient manner across the various research efforts.

Richard and Mary attend the Parents' Institute each and every semester as well as participate in all other building, campus, regional, state and national jobs, fighting for the future of our future Principals, future states and nations as a "Wholehearted Champion" for Education First.

Richard's High School was a "Gifted School", while the others, David's father's school and Richard's school.

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