



# Irish Stories in Latin America

*Educational  
Resource  
Pack*



An Roinn Gnóthaí Eachtracha  
Department of Foreign Affairs



***Irish Stories in Latin America: Resources Packs for Schools***  
***Foreword by Minister of State for Overseas Development Aid and Diaspora***  
***Colm Brophy T.D***

As Minister for the Diaspora, I am delighted to endorse this exciting endeavour from the Department of Foreign Affairs – a vibrant resources pack created for children telling the stories of the Irish in Latin America. I would like to thank teacher, historian and documentary-maker Brian Kenny for his painstaking work in developing the material for this pack.

Ireland is fiercely proud of its diaspora across the globe. For centuries, Irish women and men have travelled far and wide for a variety of reasons; in search of economic betterment, to share religious messages, to follow loved ones, to fight for freedom. We are keenly aware of the huge role the Irish have played in the histories of the United States, the United Kingdom, Australia and Canada. This unique set of lesson plans aimed at 10-12 years olds, explores the perhaps lesser-known stories of key Irish figures in Latin America, those that travelled to the region in the 18th and 19th centuries, attracted by the promise of adventure.

This pack includes accounts of historical figures such as Admiral William Brown, a Mayo man who became the founder of the Argentine navy and Eliza Lynch, a Cork-born woman who went on to become the first lady of Paraguay. The project brings these historical figures to life and equips teachers with lesson plans to share these diverse stories with children in Irish schools. The pack is also available in Spanish and will help to build on Ireland's positive image among the younger generations in primary schools across Latin America.

It is important that these fascinating stories are being remembered and passed on to younger generations. I know that these lessons will inspire children to think of Ireland as a place that, for centuries, has been outward looking and connected with the wider world and to remember the important role played by Irish people in the history of Latin America.





# William Brown

## FACT FILE

**William Brown was born in Foxford County Mayo in 1777 and died in Argentina in 1857. In Dublin docklands stands a statue of Admiral William Brown.**



**William Brown was one of the most important Irish military commanders in the Argentine War of Independence and was also a founder of the Argentine navy.**

# William Brown

## His Early Life:

William grew up in a small cottage in Foxford, Co Mayo until the age of ten, when he moved to America with his father. Not long after they emigrated William's father died, leaving him an orphan in a strange new country.

However young Brown began working as a cabin boy and later joined the British Royal Navy as a midshipman, taking part in many battles against the Spanish and the French during the Napoleonic wars. In 1801 Brown was captured by the French and imprisoned. The following year he was released in a swap with a French prisoner and he made his way back to England, where he resumed his career in the merchant navy.

## His Rise to Prominence:

At the beginning of the 19th century, South America was a place of opportunity and adventure for men like William Brown and following his marriage to Elizabeth Chitty, from a merchant sea family, he decided to seek his fortune there in 1811.

Brown arrived during a period of revolution and the people of the region around Buenos Aires in Argentina wanted independence from Spain. William Brown's seized his opportunity and his naval experience made him a natural leader. His exploits and tactics in smashing the naval blockades by the Spanish and French became legendary and soon he had assembled a fleet of ships that formed the basis of the first Argentine navy fleet and acquired the rank of Lieutenant Commander.





# William Brown

## His Rise to Prominence:

Due to the political intrigues of the era William Brown lost his rank and fortune, but when Argentina was threatened again in 1826, by the newly emerged Brazilian navy with its captured Portuguese fleet, Brown was quickly recalled to defend Argentina and re-build its navy.

Due to his great successes he was eventually appointed governor of Buenos Aires. By 1845 the British and French navys had become a constant threat however despite the fact that Argentina lost battles to their Anglo French foes, it is generally regarded that they “won” the peace as the losses they inflicted on the Anglo French were so great that they were forced to sue for peace and lift the blockade of the Rio De Plata.

## His Later Life :

William Brown remained loyal and interested in Ireland throughout his life and he supported Daniel O’Connell’s campaign for the repeal of the Act of Union between Great Britain and Ireland. News of O’Connell’s death in May 1847 saddened him and also the disturbing reports of the Irish famine.

In July 1847 he visited his home country of Ireland with his daughter. He was greatly shocked at the devastation the Great Famine had caused, particularly in the West of Ireland.

He returned to Argentina, where he died in 1857 aged eighty. He was acclaimed and honoured as the ‘Father of the Argentine Navy’ and buried in the Recoleta Cemetery, Buenos Aires.



# **Lesson Plans**



**Resources**

**William Brown**



# Lesson Plan 1.

## Resources:

1. *Fact File*
2. *Resources\Letter template.pdf*

## Lesson Overview:

*Lesson 1 on Admiral William Brown aims to introduce the children to this forgotten historical figure and also touch on what life was like for children their age in the 18th century. Today's activities include class discussions, letter writing and creative group work.*

## Introduction:

- *Before beginning today's first lesson on Admiral William Brown, print off the letter templates and prepare any other mediums needed.*
- *As this is the students' first introduction to this person start today's activities by reading out the fact file given in the resources. Engage in a brief class discussion on everyone's initial thoughts on William Brown. Does anyone have any knowledge of Admiral Brown prior to today's lesson?*
- *There is no doubt about it that Brown had an exciting life, get the students to share what stood out to them the most in the fact file.*
- *You can bullet point their thoughts on the board and research anything further if fitting.*

# Lesson Plan 1.

## Lesson Body:

- 1.** *Get the students to imagine themselves as ten year old William Brown, alone in a new country, his father just after passing away. Discuss how he might feel...*
- 2.** *Get the children to engage in a table group discussion... as the students would be around the same age as Brown; get them to converse on what they would do in his situation.*
- 3.** *Get them to write a letter home to Foxford Co. Mayo to Williams's best friend (They can get creative with this character, name, background, relationship, is all up to interpretation) In this letter they can explain in first person dialogue how William feels and what he plans to do to get by. This can include his plan to work as a cabin boy, or perhaps bigger plans for the future. You can use the letter template given in the resource list for this activity.*

## Extension Activity:

*William Brown returns to Ireland during the Famine period and is horrified at the suffering his people have endured. Imagine William plans to meet his old friend, the same friend his ten year old self wrote a letter to earlier on in today's lesson. Get the children to compose a speech or statement that William plans to read to the people of his home village, including his old friend. This speech aims to lift the spirits of these people as well as tell the tales of Williams's compelling life. It's important to emphasise the contrast between Williams's younger self and now. This activity can be done in pairs or small groups. Teacher can nominate groups to present their work.*



# Lesson Plan 2.

## Resources:

1. **Fact File**
2. <https://www.youtube.com/watch?v=TxdOfz-x9gQ>
3. **Cardboard/Plastic/Steel Box...**  
(the children can bring in their own box such as an old shoe box)
4. **Contents of Time Capsule** (see video for ideas)
5. **Decorative materials** such as feathers, stickers, felt, paint...etc.
6. **Other materials**, including...scissors, glue stick, sticky tape, etc.

## Lesson Overview:

*In Lesson 1 we were introduced to the life of William Brown. We delved into his early achievements and the children had a chance to let their creative writing side flow. We learned that a lot can change in a few years and that if you leave something someplace, when you return it might not be the same as you remembered it. Just like William Brown and the Ireland he grew up in compared to the Famine torn country he visited in his later years.*

*In today's activity, we are going to expand on that idea with the use of Time Capsules.*

## Introduction:

*Start today's lesson by recapping on the information attained yesterday, you may find it helpful to revisit the Fact File. Engage in a class discussion or get the children to work at their table groups and encourage them to share what they remember from Lesson 1.*

*This will help jog their memories and get creative ideas flowing.*

# Lesson Plan 2.

## Lesson Body:

**1.** Begin the core of the lesson by asking your students what they already know about Time Capsules...

- Have they ever made one at home?
- What do they think goes in one?
- What books/movies/media have they seen a Time Capsule in?

**2.** Play the short video on Time Capsules given in the resources to the students. Discuss the video.

**3.** Watch the short video on the Irish flag. Have a brief class chat about other possible ideas that could be used for the flag of Ireland, (nature, people, symbols, colours, monuments).  
See what the children feel represents Ireland in their opinions.

**4.** Hand out the flag sheets to the children and get them to design their own flag which they feel represents themselves or their families or any other club or group that's important to them. Once they are finished they can cut out their flag and glue a lollipop stick to the base. You can now engage in a class discussion and ask if anyone would like to share the meaning behind their flag.

## Extension Activity:

Create a larger and sturdier Time Capsule all together as a class group. This Capsule will be buried in the school grounds for the people of the future to find and dig up. This Capsule will be a group effort that will involve everyone working together. This Box can contain more practical items such as dates and current events.



# Lesson Plan 3.

## Resources:

1. *Fact File*
2. *Optional | Costumes, Dress-up wear, Old Clothes, etc.*
3. *Resources\Admission Ticket.pdf*

## Lesson Overview:

*Today's lesson involves a class role-play and some creative ticket designing.*

*This activity should help the children retain the information from the three lessons in a fun and engaging way. By learning through play, the students are more likely to retain the facts than if they were to read from a book.*

## Introduction:

1. *Recap on yesterday's lesson to get the ideas flowing.*
2. *Prepare any mediums or materials needed.*
3. *Introduce the idea of today's lesson to the students.*

# Lesson Plan 3.

## Lesson Body:

- 1.** Working in their table groups, pick a child from each table to play the part of William Brown.  
The other students at the table will play the role of other people we learnt about earlier in the Fact File, this can include his wife Elizabeth, his daughter who accompanied him on his visit to Ireland etc.. (You may revisit the Fact File if necessary)
- 2.** If you are using costumes, the children may now dress up in the attire. The students can practice their role until they are ready.
- 3.** Taking turns, each table should have a chance to sit at the front of the classroom and pretend to be their assigned character. The rest of the class should remain in their seats and act as historians, quizzing the figures about their life. The acting children have to try and stay in character and answer the questions to the best of their knowledge using the information learnt in Lesson 1 and Lesson 2.

## Extension Activity:

Get the students to imagine they are hosting an exhibition for their historical act. Using the template given in the resources (print one out for each child) Tell the students to cut out and design their admission ticket that they would give out if they were to present their act to the school body.



# Bernardo O'Higgins

## FACT FILE



**Bernardo O'Higgins was born in Chile, South America, in 1778 and died in Peru, South America in 1842.**



**Bernardo was the son of an Irishman Ambrose O'Higgins, Spanish Governor of Chile, who was born in Ballinarry, County Sligo.**

**His mother was Isabel Riquelme, the daughter of a wealthy local Chilean landowner.**

# Bernardo O'Higgins

## His Early Life:

Bernardo was the son of an Irishman Ambrose O'Higgins, Spanish Governor of Chile, who was born in Ballinarry, County Sligo. His mother was Isabel Riquelme, the daughter of a wealthy local Chilean landowner. The couple did not marry however and Bernardo was sent to Lima in Peru and London in England to complete his education.

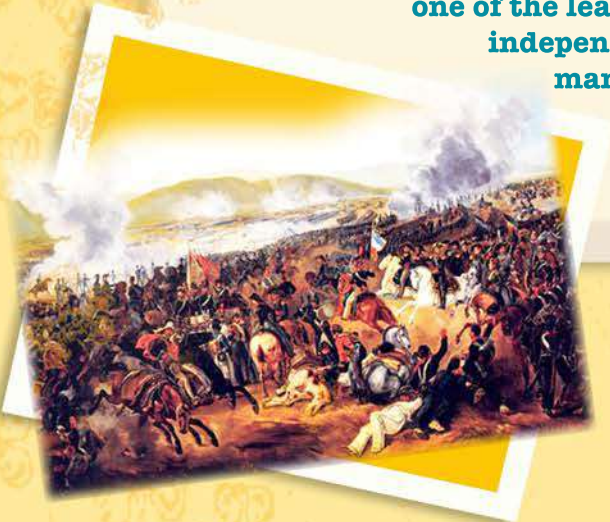
In England he became acquainted with the Venezuelan revolutionary Francisco de Miranda and was initiated into a secret society, Lautaro Masonry, who were pledged to fight for independence from Spain. When Bernardo's father died he inherited his large estates in Chile.



## His Rise to Prominence:

Bernardo was now a rich man with a huge estate in the south of Chile. However following Napoleon's conquest of Spain, the South American colonies, including Chile, became a battle ground between those who wanted to remain loyal to Spain and those who sought independence for Chile.

When Civil War began in 1810, Bernardo received some military training from Irishman John MacKenna a famous mercenary. Despite his lack of military experience, Bernardo O'Higgins became one of the leading commanders of the rebel independent army and achieved many famous victories.





# Bernardo O'Higgins

## His Rise to Prominence:

O'Higgins courage became legendary and under his leadership at the battle of Maipu in 1818 the Loyalists were defeated.

When politics returned to normality O'Higgins became the First Authority of an independent Chile.

Perhaps he was influenced by his Irish heritage and his mother's Andean roots, for he abolished nobility titles, officially ended slavery and improved changes in education and health.

He is also credited with important public works.

He joined with Argentine military leader Jose de Martin, who was also a member of the secret revolutionary society Lautaro Masonary, to liberate Peru.

## His Later Life :

His skills on the battlefield did not translate to politics however and he had many enemies particularly among the rich nobles who considered him a Dictator. He was forced to resign in 1823, and went into exile in Lima, Peru where he died aged 64. Bernardo O'Higgins is today celebrated as the liberator of Chile and father of the nation.

*"Ireland gave birth to my father and Chile to my mother: I consider myself as belonging to both countries and I want to serve both, as for a long time has been my wish. I think that there are no two countries better inclined to complement each other than Chile and Ireland"*

Bernardo O'Higgins 1823



# **Lesson Plans**



**Resources**

**Bernardo O'Higgins**



# Lesson Plan 1.

## Resources:

1. *Fact File*
2. *Resources\NewsPaper.pdf*
3. *Resources\word-search.jpg*

## Lesson Overview:

*Today's lesson is our first lesson on the Chilean/Irish liberator Bernardo O'Higgins. Bernardo is known and praised throughout Chile for his honest effort at freeing Chile from Spain's Rule. In today's activity, we will learn a bit about O'Higgins with the Fact File, we will then create our own Newspaper article, and to finish children can complete the word search.*

## Introduction:

*To start off today's lesson, as always prepare the resources needed by printing out the required sheets and preparing any other mediums needed.*

*Read out the Fact File given to the children and engage in a class discussion.*

# Lesson Plan 1.

## Introduction:

*As this is the students' first introduction to O'Higgins participate in a debriefing of their initial thoughts.*

- *Does anyone have any knowledge of this figure prior to today?*
- *Based on the information given in the Fact File does he seem like a good person?*
- *What stood out to you or shocked you the most from reading the Fact File?*

*Get the students to bullet point some key information that they gathered from the reading of the Fact File into their copies to help them later on in today's lesson.*

## Lesson Body:

**1.** *Bernardo O'Higgins was well liked and respected by the common people of Chile (Not so much by the richer classes). The day he became "Supreme Director" would have been a joyous day for the Chilean people.*

**2.** *Using the Newspaper templates given in the resources as a guide, get the students to imagine themselves as a Chilean reporter living in the 1800s.*



# Lesson Plan 1.

## Lesson Body:

**3.** *Get the students to write an article reporting on the events that occurred the day Bernardo became Supreme Director.*

*This can include the atmosphere of the people, the celebrations, perhaps the disapproval of the richer classes.*

*There is room here for creativity and different interpretations however it's important to stay relevant to the facts.*

**4.** *To help and encourage the children to discuss and bullet point some key writing ideas as a class before the students begin their individual activities.*

## Extension Activity:

*Print off the Word Search sheets supplied in the resources (one for each child).*

*This Extension Activity is a fun and easy way for your students to remember the key terms associated with Bernardo O'Higgins.*

# Lesson Plan 2.

## Resources:

1. **Fact File**
2. <https://irishamerica.com/2006/10/ohiggins-the-liberator-returns-to-the-people/>
3. <https://www.britannica.com/biography/Bernardo-OHiggins>
4. **Resources\O'Higgins Flashcards.pdf**

## Lesson Overview:

*In our last lesson we discussed O'Higgins career as Supreme Director and liberator of Chile, we even took that a step further with the use of the newspaper article which gave the students a chance to develop on their creative writing skills.*

*In Today's activity we will be taking a different approach with the idea of independent research. Independent research in students, free of a teacher's assistance is scientifically proven to increase children's motivation and confidence*

## Introduction:

*Print off the flashcards given in the resources, one for each table group. Prepare the school computers/iPad's/surface-pros or whatever school equipment you see fit for this independent research activity. I have included two websites in the resources that I think are reliable sources on Bernardo O'Higgins; however, feel free to use any other medium you think is appropriate.*

*Explain the activity to the children and finalise any necessary prep.*

# Lesson Plan 2.

## Lesson Body:

- 1.** Give each table group a blank flashcard; tell them that they have to research one fact using their given equipment. One fact, that they think is interesting and important about Bernardo O'Higgins together as a group, without help, and write it down on the flashcard.
- 2.** Get them to assign jobs within the group, e.g. the researchers, the writer, the class presenter. It's important they decide this amongst themselves as leadership is an important part of independent work.
- 3.** The chosen representative from each table can present their group's fact to the class.

## Extension Activity:

Using the newly crafted flashcards, play a trivia game that consists of each table competing against each other. The teacher will ask a question based on the cards, with the correct answer being on one of the flashcards, the first table to buzz in their answer or raise their hand gets a point.

The table with the most points at the end wins.

This memory game will help the students to remember facts and details in an exciting and competitive way.

You may need to print off more flashcards and search for some more facts as a class group before playing this game.

You can use the Fact File as a guide.



# Lesson Plan 3.

## Resources:

1. *Fact File*
2. *Bernardo O'Higgins matching cards activity.*
3. *Chilian banknote activity template.*
4. *Chilean Pesos banknote featuring Bernardo O'Higgins.*

## Lesson Overview:

*Over the past two lessons, the children have been learning about Bernardo O'Higgins who was the leader of Chilean independence from Spain. In today's lesson, we will focus on consolidating the children's knowledge of O'Higgins through reading a series of statements and matching them to show the main events in O'Higgins' life.*

*The children will then have the opportunity to design a banknote, inspired by the Chilean banknote which depicts Bernardo O'Higgins.*

## Introduction:

*It may be useful to begin this lesson by recapping on the information that the children have covered relating to O'Higgins.*

*The fact files created in the previous lesson may be a good starting point.*

# Lesson Plan 3.

## Lesson Body:

*The children will be working in groups to read a series of statements and to match the statements to events in O'Higgins' life. To begin, distribute the O'Higgins matching cards activity to each group, ask the children to discuss the events, initially as a whole class, and then in their groups.*

*The children can then work as a team to match the statements to the events in Bernardo O'Higgins' life. Once matched, they can then place the cards in the order of when they occurred. Once they have completed the activity, they may self-correct their work using the fact file, this may be done by the groups individually or as a whole class.*

## Extension Activity:

*Explain to the children that Images of influential people in history are often selected to be placed on coins and banknotes. Ask the children questions such as:*

- Can you think of any famous person whose image appears on a banknote?*
- Why do you think they are on that note?*
- Inform the children that Bernardo O'Higgins appears on the Chilean Pesos note, show the children an image of the note found in the resource pack.*
- Ask the children to choose one of the prominent Irish figures in Latin America who they feel deserves to be on a Chilean banknote. The children use the template in the resource pack to design a banknote for that person.*
- Ask the children to provide an explanation for why they feel this person deserves to appear on the banknote.*

# John Riley *and the* *San Patricios*

## FACT FILE

**John Riley Bronze Statue  
in the Plaza San Jacinto,  
San Angel, Mexico city.**



**John Riley was born in  
Clifden, County Galway in 1817  
and died in Veracruz, Mexico  
in 1850.**



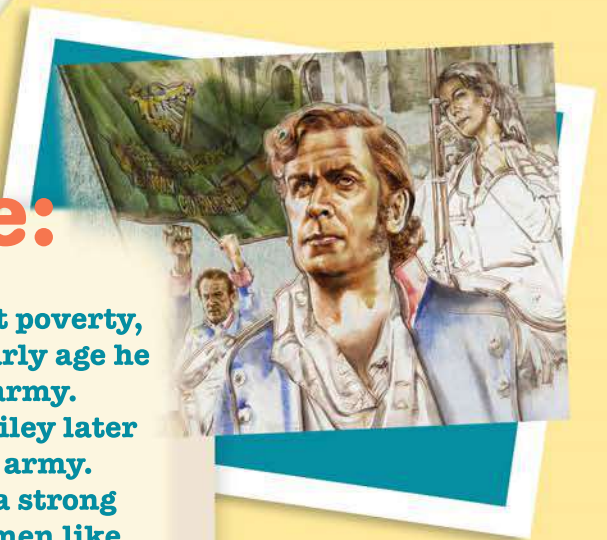
# John Riley

## and the *San Patricios*

### His Early Life:

John Riley was born at a time in Ireland of great poverty, high unemployment and food shortages. At an early age he emigrated to Canada and joined the British army. He became an experienced artillery sergeant. Riley later travelled to the USA where he enlisted in the army. The US army high command at that time had a strong Anglo-Protestant core and Catholics and Irishmen like Riley experienced much prejudice.

The Irish famine of 1845 forced thousands of Irish to emigrate to the USA and many joined the US army.



### His Rise to Prominence:

While serving near the USA-Texas border John Riley witnessed widespread prejudice against local Mexicans and as an Irishman identified with their plight of being threatened by their white Anglo-Saxon neighbours. Riley deserted the US army and approached the Mexican President, General Santa Anna and offered to establish an Irish Brigade to support Mexico. Santa Anna promoted him to Major in his army. Riley initially recruited over 50 Irish soldiers for the Battalion. Their flag was green with a harp on one side and an emblem of Mexico on the other.

When the USA illegally invaded Mexico in 1846, war began and many of the mainly Catholic Irish soldiers witnessed the destruction of catholic churches and the terrible treatment of local Mexicans.

Over 240 deserted to join Riley's Brigade, which was called 'Los San Patricios'.



# John Riley

and the *San Patricios*

## His Rise to Prominence:

The San Patricios fought alongside the Mexican army in the battles of Monterrey, Batalla de Buenvista and the most well-known battle of Churubusco, where despite being greatly outnumbered the San Patricios inflicted heavy losses on the Americans.

When they eventually surrendered as soldiers of the Mexican army, they were branded on their face with "D" for deserter. Forty-eight were tortured and hanged by the Americans following a military court-martial.

The brutal manner of their execution is still remembered in Mexico. John Riley was branded on both cheeks and condemned to hard labour in prison.

## His Later Life :

Following Riley's release from prison, he continued to serve in the Mexican army until his discharge as a Colonel in 1850.

There is no official record of his death but it is believed he died due to health complications a year after his retirement from the army

Today in Mexico there are around 600,000 people who are of Irish descent. The San Patricios are honoured in Mexico's hall of congress as follows "*El Heróico Batallón de San Patricio o El Batallón de San Patricio conocido también como Los San Patricios*".





# Lesson Plans



**Resources**

**John Riley**  
*and the* **San Patricios**



# Lesson Plan 1.

## Resources:

1. Fact File
2. Diary Entry.pdf

## Lesson Overview:

*The aim of this lesson is to try and get the children to understand and relate to these heroic figures of the past by imagining themselves in their shoes. The lesson should leave them with key knowledge of these forgotten soldiers. Today's activity will involve a brief role-play, a chance to create new traditions, a diary entry as John Riley and some class discussions.*

## Introduction:

*To prepare for today's lesson, print out the diary entry template, one for each child. Prepare any other mediums needed or have them ready to go. To start today's activities read the fact file to the children and discuss as a class group the story of the San Patricios.*

- *What are their initial thoughts?*
- *Does anyone have any knowledge of this group prior to today?*
- *Where these men wrong to leave the American army?*
- *What role did John Riley have in the San Patricios?*

*Engage in a class discussion for 5 minutes.*

# Lesson Plan 1.

## Lesson Body:

- 1.** Get the children to imagine they were John Riley, trying to recruit fellow Irishmen to join your group of fighters. How would you go about this? Get them to work in pairs of two or three and role-play this idea. One student being John Riley and the other being an Irish soldier. What reasons would you suggest for joining his group?
- 2.** Select a few groups to act out their rehearsed demonstrations to the class. Who was convincing?
- 3.** Hand out the diary entry sheets. Tell your students that they have to imagine themselves as John Riley writing in his diary the night before the famous battle of Churubusco.
  - What thoughts are going through his mind?
  - Is he nervous or scared?
  - How have they prepared for the battle?

## Extension Activity:

Every year in Mexico the San Patricios are celebrated for their brave battles. Have a class discussion on how these soldiers could be remembered and celebrated more in Ireland. Jot down the children's ideas on the board.

Decide on one solid idea as a class group and agree to celebrate or recreate this idea in the future. This idea contains lots of room for creativity and different interpretations.

# Lesson Plan 2.

## Resources:

1. *Fact File*
2. *Flag.pdf*
3. <https://www.youtube.com/watch?v=8dqjCDC2gu4>
4. *Acrylic paints, crayons, markers or other suitable mediums.*
5. *Coloured lollipop sticks*
6. *Safety scissors*
7. *Optional (feathers, sequins, glitter, buttons, etc.)*

## Lesson Overview:

*The aim of today's lesson is to show how flags can give a sense of belonging and the feeling of being included.*

*We will discuss how important the San Patricios flag was to them, how the Irish flag came to be, and finally, each child will design their own personal flag.*

## Introduction:

*To prepare for this lesson, print off the flag sheets, one for every child. Prepare any mediums you will be using in today's lesson or have them ready to go.*

*Before engaging in this lesson, get the children to recap on what they remember about the San Patricios from yesterday's doings.*

*Ask them to put up their hand if they remember something and then bullet point their facts onto the board. This will help get ideas flowing before moving onto today's activity.*



# Lesson Plan 2.

## Lesson Body:

**1.** Read the Fact File on the San Patricios to the children and discuss their initial thoughts on the flag. Ask questions such as...

- Why was this flag important to them?
- Do you think it would have made them feel stronger and braver in battle?
- What do you think their flag represented?

**2.** Get them to engage in a 5 minute brainstorm in their table groups and see how many flags they can think of.

This can include Countries, organisations, and other clubs the children feel they belong to.

**3.** Watch the short video on the Irish flag. Have a brief class chat about other possible ideas that could be used for the flag of Ireland, (nature, people, symbols, colours, monuments).

See what the children feel represents Ireland in their opinions.

**4.** Hand out the flag sheets to the children and get them to design their own flag which they feel represents themselves or their families or any other club or group that's important to them.

Once they are finished they can cut out their flag and glue a lollipop stick to the base. You can now engage in a class discussion and ask if anyone would like to share the meaning behind their flag.

## Extension Activity:

Using an A2 sheet paper tell the children they will be creating a group flag that represents their class. Rotate the sheet around each table, giving each child a chance to add to it.

# Lesson Plan 3.

## Resources:

1. *Resources\storyboard.pdf*
2. *Resources\Letter template.pdf*

## Lesson Overview:

*This is the final lesson discussing the works of the San Patricios. The aim of this lesson is to help the children remember the facts in a fun and engaging way. Today's activity includes a fill in the blanks storyboard with space for the children to fill in their own illustrations.*

*It also includes letter writing which will really show what parts of this story stood out to each individual student.*

## Introduction:

*Before starting today's lesson, print off the needed resources and prepare any other mediums needed for today's activities.*

*Recap on lesson 2 to immerse the students back into the historical past. This can be done in table groups giving the children a chance to see what they remember or by a brief class discussion.*

# Lesson Plan 3.

## Lesson Body:

- 1.** *Using the story board template, get the children to fill in the blanks of the story of the San Patricios using their knowledge from the last two lessons.*
- 2.** *Once they are finished they can illustrate their created story using the four boxes at the top of the page.*
- 3.** *This gives the children a chance to get creative and it also helps bring the story to life.*

## Extension Activity:

*There is a statue commemorating John Riley and his chivalrous work erected in his home town of Clifden, Co. Galway. Get the children to draft a formal letter to their school principal explaining why a class trip to this monument would be beneficial.*

*This creative writing activity will highlight what the children found fascinating about the story of the San Patricios. They can use the template given in the resources.*



# Eliza Lynch

## FACT FILE

**Eliza Lynch was a famous Cork woman who was known as the “Queen of Paraguay”.  
Eliza was born in Charlesville,  
Co. Cork**



**Eliza lived with her family until the age of ten when her family moved to Paris, France to escape the Great Famine.**

**She moved to Paraguay in 1854**

# Eliza Lynch

## Her Early Life:

Eliza Lynch was born in Charlesville, Co. Cork where she lived with her family until the age of ten. In 1845 her family moved to Paris, France to escape the Great Famine in Ireland. Not much is known about her early life in Paris other than that she was a noted beauty.

When she was 16 she married a French Officer by the name of Xavier Quatrefages.

She accompanied him to Algeria where he was stationed for duty. This marriage was never recognised as official by the authorities due to Eliza's young age, and so when she was 18 years old she left her husband and moved back to Paris to live with her mother.

## Her Rise to Prominence:

In 1854, Eliza met General Francisco Solano Lopez, the son of the ruler of Paraguay, who was in training with the Napoleonic army in Paris.

She and the General began a relationship which led to Eliza accompanying him back to his native country Paraguay the same year.

Although they never officially married, the couple had six children together and lived as husband and wife.

Eliza Lynch was a charismatic woman and was regarded as a heroine in her new country of Paraguay and popular with the ordinary people.

Once General Lopez succeeded his father as Dictator of Paraguay, she became the un-official 'Queen of Paraguay'.





# Eliza Lynch

## Her Rise to Prominence:

She was a lover of the fine arts and organised lavish public festivals. However in 1864, Lopez's military and political ambitions eventually led Paraguay into a catastrophic war against Brazil, Argentina, and Uruguay. The war lasted six years and had drastic effects on the residents of Paraguay. As much as 90% of the male population and over 50% of the female population were lost as a result of the war. Brazil captured the capital and Lynch and Lopez fled the city with their six children.

In 1870, after two months on the run, the family was caught by Brazilian forces. Eliza witnessed the execution of her partner Lopez and her oldest son; she buried them both with her bare hands in the jungles of Paraguay.

## Her Later Life :

Eliza and her remaining children were deported to England. The buildings and land she had inherited from Lopez in Paraguay were confiscated, and she struggled financially. She returned briefly to Paraguay in 1875 after receiving an invitation from the new president. She was welcomed by the ordinary people of Paraguay but the prominent families were not happy to see her arrival. In an attempt to save her now ruined reputation she wrote and published a short memoir called *Exposición y Protesta*, a powerful book that acted as a defence against all her harsh accusations.

Eliza returned to Paris, where she lived quietly until her death in 1886, aged 52.





# **Lesson Plans**



**Resources**

**Eliza Lynch**

# Lesson Plan 1.

## Resources:

1. *Fact File*
2. *Resources\Timeline.pdf*
3. *Resources\Eliza Questions.pdf*

## Lesson Overview:

*Today is our first lesson and introduction into the life of the famous Cork woman Eliza Lynch. Eliza is known and remembered today as the Queen of Paraguay. There is no doubt about it that she was a remarkable woman who lived an exciting life.*

*The aim of today's lesson is to familiarise the children with Lynch and the era she ruled in. Today's activities include some group brainstorming and spider diagram work, a timeline illustrating the key moments in the life of Eliza, and some factual questions.*

## Introduction:

*1. Begin lesson 1 by reading out the Fact File given in the resources to the students. Engage in a class discussion on everyone's initial thoughts on Eliza.*

*Ask these questions to get their thoughts flowing.*

- *Do you think she was brave?*
- *What did she do to make you think this?*
- *Was she treated fairly?*
- *Is there anything she could have done differently?*

# Lesson Plan 1.

## Introduction:

**2.** Draw a large spider diagram on the board; get the students to copy this diagram into their copies. Tell them to fill it in themselves using what they think are important points. They can work in pairs or in their table groups.

## Lesson Body:

**1.** Print out the Timeline template sheets given in the resources, one for each student.

**2.** Hand out the sheets and explain the activity to the children. The idea of this timeline exercise is to help the students to remember the main focus points in Lynch's life.

The Timeline has 5 boxes, each box represents a different event in Eliza's life, to help the children remember what event goes where there is a different time period located beside each box and also a small image that relates to each such incident.

## Extension Activity:

Print of the comprehensive question sheet on Eliza Lynch given in the Resources, a sheet per child. Get your students to fill out this sheet to the best of their abilities using their knowledge from the Fact File and today's lesson.

This sheet contains simple questions that will help the children remember some key facts regarding Lynch's Life, which will help them in the next two lessons.



# Lesson Plan 2.

## Resources:

1. *Fact File*
2. *Resources\How To Write A Blurb.jpg*
3. *Resources\Blurb Template.pdf*
4. *Resources\Eliza Book Cover.pdf*
5. *Crayons/Markers/Acrylic Paint etc.*

## Lesson Overview:

*In lesson 1 we learnt a lot about Eliza Lynch and the inspiring life she had, we engaged in simple activities to help the students retain the story of Eliza that they had read from the Fact File.*

*In today's lesson, we will be aiming to develop a more creative side with the formation of a book blurb. The children will take their interpretation and knowledge of Lynch's life and rewrite it through their own eyes.*

## Introduction:

1. *A blurb is the writing found on the back cover of a book. It is a summary of the story and it aims to get the reader interested in buying or reading the book.*

# Lesson Plan 2.

## Introduction:

**2.** Today the students will be creating a blurb for Eliza Lynch's memoir or autobiography "Exposición Y Protesta".

**3.** This activity will be done with a slight twist, instead of recreating a blurb in first person dialogue for her autobiography, they will be creating an adaptation of Eliza's original Memoir in a biography form, and therefore it won't be written from Eliza's perspective but the student's perspective of Eliza's life.

This is done so the children can use the knowledge they already have of Lynch's life and get creative with it.

## Lesson Body:

**1.** Start today's lesson by recapping on lesson 1, it may be helpful to revisit the Fact File. Get the children to use their spider diagram from yesterday to help with today's activity.

**2.** Explain today's lesson to the children, start by telling them what a blurb is and how to make one. I added an image in the resources that I think is a helpful guide to creating a blurb; you can use this to show to the students.

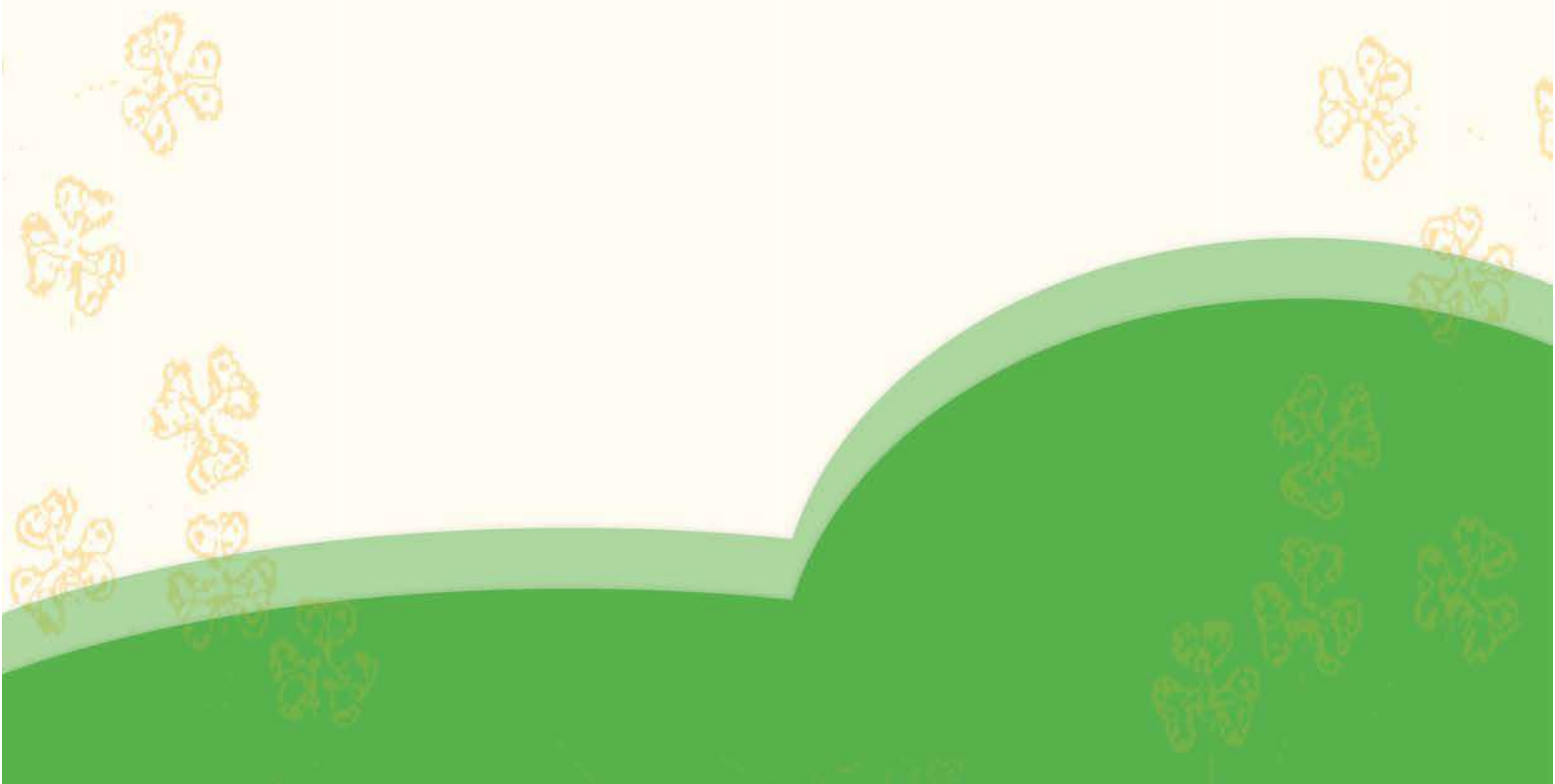
**3.** Finally, hand out the template sheets and tell the children to get started on the activity.

# Lesson Plan 2.

## ***Extension Activity:***

***Print out the Book cover template sheets given in the resources, one for each child. Get the students to decorate and design a front cover for the new adaptation of Eliza Lynch's Biography.***

***They can decorate this in any way they please, using the given appropriate mediums. This activity is a simple extension of today's lesson and will help the children remember more vividly in the future, what they learned about Eliza's book today.***





# Lesson Plan 3.

## Resources:

1. *Fact File*
2. *Resources\Eliza Lynch Postcard.pdf*
3. *Resources\Number these lines in correct order.pdf*
4. *Crayons/Acrylic Paint/Markers etc.*

## Lesson Overview:

*Today is our final lesson on the heroic Queen of Paraguay Eliza Lynch, so far, we have learnt and expanded on our facts with questions and timelines, we have also seen a creative writing side with the development of a book blurb and cover.*

*Today in lesson 3 our aim is to expand even more on the creative side and let the students use their imagination with the creation of a postcard. Finally to finish off our three part lesson we will have an activity sheet.*

## Introduction:

1. *As this our final lesson on the life of Eliza, start of by asking the children what they found most interesting about Eliza from their brief time studying her. This will help the students feel as if they have made a connection with the information learnt.*

# Lesson Plan 3.

## Introduction:

**2.** Today's main activity is a postcard in which the children will pretend to be Eliza during the time she is living in Paris with her children, after the devastation of the war. Imagine Eliza has found the address of an old friend she had when she was a young girl living in Ireland.

Get the students to write a postcard to this old friend who still lives in Charlesville, Cork telling this friend about the life she has lived. There is room for creativity and different interpretations here.

**3.** The Postcard contains a box for a drawing or image, get the students to draw and design a special moment in Eliza's life in the box.

## Lesson Body:

**1.** Explain the activity to the children, have a class discussion on what kind of things Eliza might write about in this postcard. What kind of emotions would she be feeling? Jot down some group thoughts onto the board.

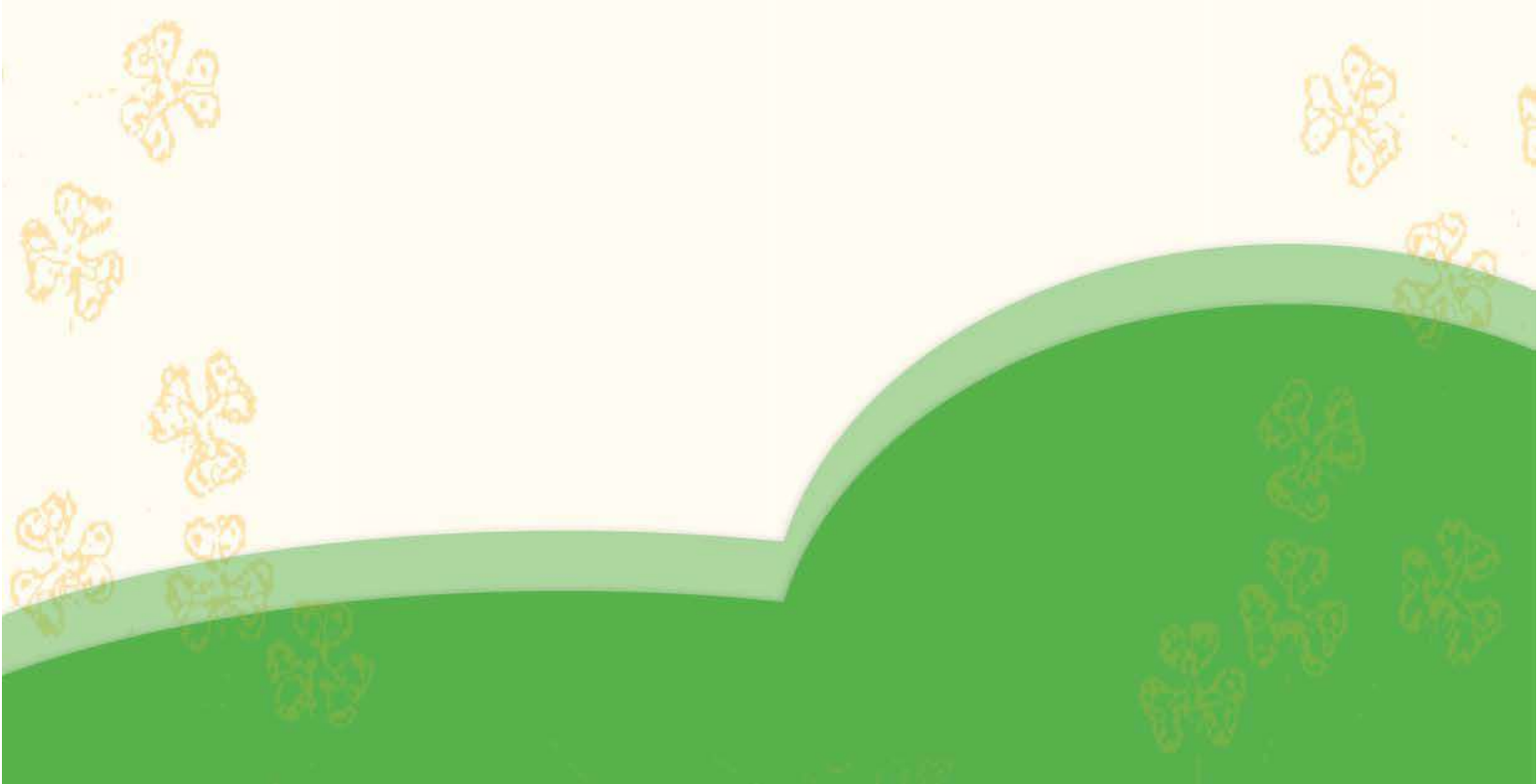
**2.** Print out the Postcard template sheets given in the resources, one per child. Once everyone is sure of what to do, they can start the activity.

# Lesson Plan 3.

## ***Extension Activity:***

***For our final activity on Eliza Lynch I have added a number of these events in the correct order activity in the resources. You can print out these sheets and hand one out to each student.***

***This activity is a simple recap of what the children learnt throughout the three lessons and will help them remember this information in the future.***

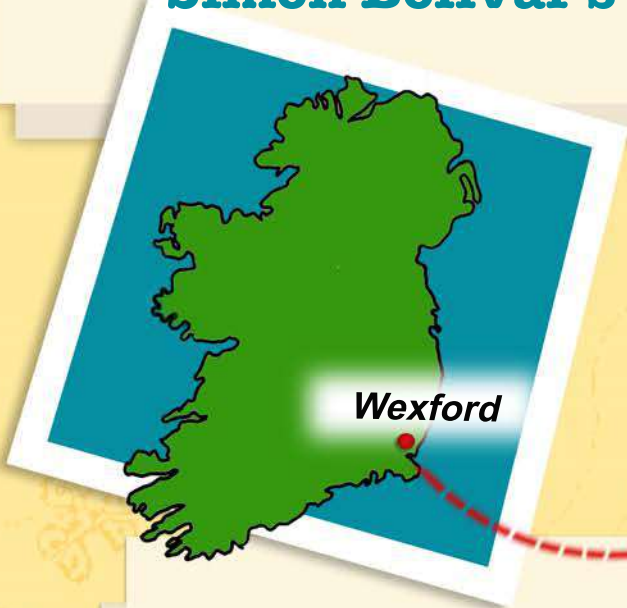




# John Devereux

## FACT FILE

**John Devereux was an army officer and recruiter for the Irish Legion in Simón Bolívar's army.**



**John was born and raised in County Wexford, Ireland. and died in England in 1860. Like his father William a local merchant, he fought in the 1798 rebellion in Wexford.**

# John Devereux

## His Early Life:



When John Devereux's father died in prison, John was exiled and went to France and engaged in merchant shipping between America and France. In 1815 while working in Baltimore, America, he travelled down the South American coast to an old shipping port, Cartagena, in what is now Colombia.

He arrived in Cartagena with a shipment of guns, just as Simón Bolívar, a famous Venezuelan revolutionary leader of the South American independence movement was going into exile. Devereux immediately identified and sympathised with Bolivar and offered to recruit an army of 5,000 Irishmen ready with guns and proper training to fight in Bolivar's service.

## His Rise to Prominence:

Devereux travelled to Buenos Aires, Argentina and Haiti to raise funds for his ambitious recruitment plans for Bolivar's Irish Legion.

He arrived in Ireland in 1818 to begin recruitment.

He benefited from the relative peace that followed the defeat of Napoleon and the political stability and alliances between the great European powers.

There were thousands of ex- soldiers looking for work and many people joined the Irish Legion with the hopes of making their fortune in South America.

Daniel O'Connell supported Devereux's plans and encouraged his son Morgan to join.





# John Devereux

## His Rise to Prominence:

The first group of the Legion landed on Margarita Island off the Venezuelan coast in November 1819 and the rest arrived in April 1820.

Unfortunately right from the start the enterprise encountered huge logistical problems including lack of rations and accommodation for the newly recruited soldiers.

Anger mounted following an attack at Rio Hacha where huge casualties occurred. Lack of preparation and management saw the Legion numbers dwindle and most of the Irish were evacuated to Jamaica for transportation home.

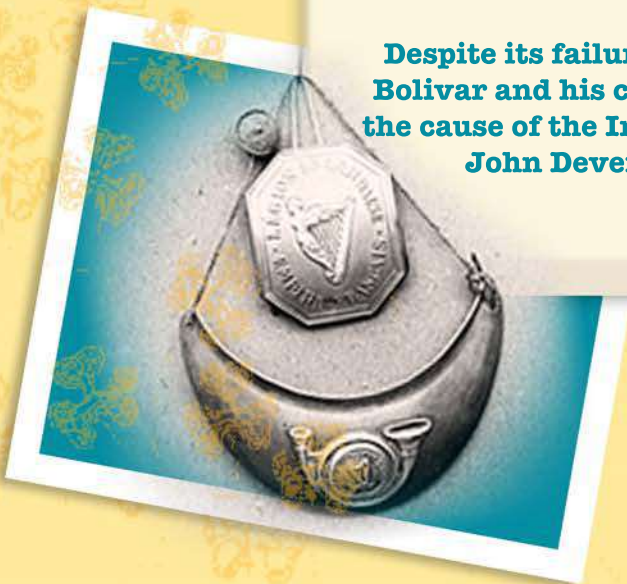
Devereux, as commander of the Irish Legion, had so far led from his base in England, but eventually travelled to Venezuela months after his Legion had departed. Despite the recriminations that followed, Bolivar promoted Devereux to the rank of Major General.



## His Later Life :

In 1823 Bolivar appointed John Devereux as Colombian Envoy to the Courts of Northern Europe. His luck changed in 1825 when he was arrested by the Austro-Hungarian authorities and imprisoned in Venice. On his release he returned to America and also continued to visit South America.

Despite its failure Devereux's Irish Legion was viewed by Bolivar and his compatriots as a gallant attempt to support the cause of the Independence movements in South America. John Devereux died in London in 1860 aged 82.





# **Lesson Plans**



**Resources**

**John Devereux**

# Lesson Plan 1.

## Resources:

1. *Fact File*
2. *Tea Bags/Coffee*
3. *Safety Scissors*
4. *Resources\How to write a Formal Letter.jpg*

## Lesson Overview:

*Today's lesson is our first introduction into the life of the once was Irish general John Devereux who recruited and created the Irish Legion for Simón Bolívar's Army.*

*John Devereux is a historical figure who sometimes goes forgotten and that's why it's important we have lessons like these to remember the fallen conquerors of the past.*

*In today's lesson, we are going to dive right in with a letter composing activity. In this activity the children will write a letter to John Devereux pretending that they are expecting a response, in this letter they can first introduce themselves, talk about what they know about his life and how they know this, and finally ask him three other questions that they would like to know about him.*

# Lesson Plan 1.

## Introduction:

**1.** Start today's lesson by introducing this new persona and reading the Fact File given in the resources to the students. Have a class discussion on what they just read and their thoughts on it. Ask questions like...

- Do you think he was a good person?
- Was he brave?
- What did he do that stood out to you the most?

**2.** Explain today's activity to the children and help them prepare by discussing as a class, possible questions they could ask Devereux in their letter.

- Write some examples on the board.

## Lesson Body:

Once everyone is prepared and understands what to do they can start composing their letter into their copy.

They can use the template on how to write a formal letter given in the resources as a guide.



# Lesson Plan 1.

## ***Extension Activity:***

***Creativity is important when learning, if children find their activity fun and engaging they are more likely to remember the information in the future.***

***A good way to do this is by being creative. Expand on today's lesson by letting the students create a rustic old-fashioned scroll for their newly written letter. They can do this by getting a sheet of A4 paper and covering/rubbing it in soaked tea bags or coffee, do this until the paper is stained a light brown.***

***Now leave the page to dry for a bit, once it's fully dried cut around the edges of your sheet to give it that rustic look, it doesn't need to be neat! Once this is done, write your finished letter on your paper in black pen and roll it up like a scroll, now it's ready to be delivered! □***

# Lesson Plan 2.

## Resources:

1. *Fact File*
2. *Resources\ Alternative Ending.pdf*
3. *Resources\Hero VS Tyrant.pdf*

## Lesson Overview:

*In lesson 1 we were introduced to John Devereux, the children engaged in a creative writing activity that helped introduce them to this persona. We then took it a step further with a creative craft.*

*Today, in lesson 2 we will be focusing again on creativity to help us remember the facts, however, this time the students will create an alternative ending to the story of John Devereux. This activity will help the students learn about different consequences for different actions and also really illuminate the life and story of Columbia's Devereux.*

## Introduction:

1. *Start today's activities by recapping on what the children remember from yesterday. Get them to engage in a discussion at their tables and together as a group come up with 10 things they learnt yesterday, they can write this into their copy.*

# Lesson Plan 2.

## Introduction:

**2.** Explain today's lesson to the children, they can choose any moment in John Devereux's life where they think something goes wrong and/or he could have behaved differently and received a better outcome. Then they take this moment and write an alternative ending to it that they think would have worked better this is individual work, but they can discuss in pairs.

## Lesson Body:

Print out the alternative ending sheets given in the templates, one for each student. Once they understand what to do they can start the activity. They can use the Fact File if needed.

## Extension Activity:

**1.** For today's extra activity we will be doing a hero or villain debate. I have included a template that I made in the resources; you can print these out, one for each child.

**2.** Before getting the children started on these sheets engage in a class discussion...

- What does it mean to be a hero?
- What does it mean to be a villain?

Discuss these questions with the students.



# Lesson Plan 2.

## ***Extension Activity:***

**3.** *On the template sheet, you have to give a list of reasons why said persona might be either a villain or hero. These reasons should be things that this person has done in their life that might make them either one. You may need to keep the fact file open for this activity.*

**4.** *Once the reasons on the sheet have been filled out, the children will decide, in their personal opinion whether they think John Devereux is a hero or villain.*

*Once the children fully understand how to do this activity you can hand out the sheets.□*

# Lesson Plan 3.

## Resources:

1. Hero vs. Villain sign for display
2. Fact file
3. iPad/computer (optional)

## Lesson Overview:

*In the previous lesson, the children compiled a list of reasons to explain why they thought John Devereux was a hero or a villain. At the end of the lesson, they had to decide, in their opinion whether they thought John Devereux was a hero or a villain.*

*For this lesson, the children may wish to review their hero vs. villain sheet to refresh their memories on their stance regarding whether they feel Devereux was a hero or a villain. They will then participate in a class debate to articulate their view.*

## Introduction:

*Begin today's lesson by asking the children to review their hero vs. villain sheet to refresh their stance on whether they feel John Devereux was a hero or a villain. Display the Hero and Villain signs on either side of the classroom. Once they have reviewed their stance, based on yesterday's activity, ask the children to move to and stand by the sign that reflects their stance.*

# Lesson Plan 3.

## Lesson Body:

**1.** The children will form debate teams based on their view of John Devereux as a hero or a villain. Once teams are formed, explain to the class that they will be participating in a debate. Discuss the format of a debate, remind the class that debates are useful for expressing your point of view on a topic.

**2.** Explain to the class that each child will have the chance to speak and if a member of the other team wishes to refute a statement, they will have the opportunity to do so.

**3.** Give the children time to formulate their argument in their teams, they may use information from the fact file, (e.g., in our opinion Devereux was a villain as the recruits were given little food or pay).

**4.** They may also be given the opportunity to research facts about John Devereux using texts provided by the teacher or online



# Lesson Plan 3.

## ***Extension Activity:***

***Once the teams have formulated their arguments, the debate may begin. An adjudicator may be nominated to oversee the debate if desired. During the debate, each group can give their reasons, as prepared, remind them to back up their arguments using the facts that they have researched.***

***To conclude the lesson, review and discuss the events of the debate, ask the children if anyone has been convinced to change their original stance based on the other team's statements, if so, what made them change their mind, what makes an effective statement in a debate, etc.***

# Admiral William Brown Exhibition

# ADMIT ONE

DATE \_\_\_\_\_

\_\_\_\_\_

# TIME



# SEAT



## Your Address

City

Postcode

Date

Dear

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Yours sincerely,



A decorative border of colorful books (pink, green, orange, purple, blue, red, yellow) is arranged around the top and sides of the page.

# Chilean Daily Paper

*Bernardo O'Higgins, New Supreme Director*

Tuesday, / /1817

Images of influential people in history are often selected to be placed on coins and bank notes.



10 Chilean Pesos banknote featuring General Bernardo O'Higgins Riquelme.  
Image source: <https://www.banknotes.com/cl150.htm>

Choose one of the Irish figures in Latin America that we have learned about who you feel deserves to be on a bank note. Design a bank note for that person.  
Provide an explanation for why you feel this person deserves to appear on the bank note.

Why this person deserves to be on a bank note:

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**Bernardo O'Higgins**

My Fact

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**Bernardo O'Higgins**

My Fact

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**Bernardo O'Higgins**

My Fact

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**Bernardo O'Higgins**

My Fact

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**Bernardo O'Higgins**

My Fact

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**Bernardo O'Higgins**

My Fact

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# Bernardo O'Higgins Word Search

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

EXILE  
CHILE  
BRAVE  
LIMA  
SLIGO  
LANDOWNER  
FREEDOM  
EDUCATION  
ANDES  
ROYALIST

# John Riley's Diary Entry

/ / /1846/

Dear Diary...

## Your Address

City

Postcode

Date

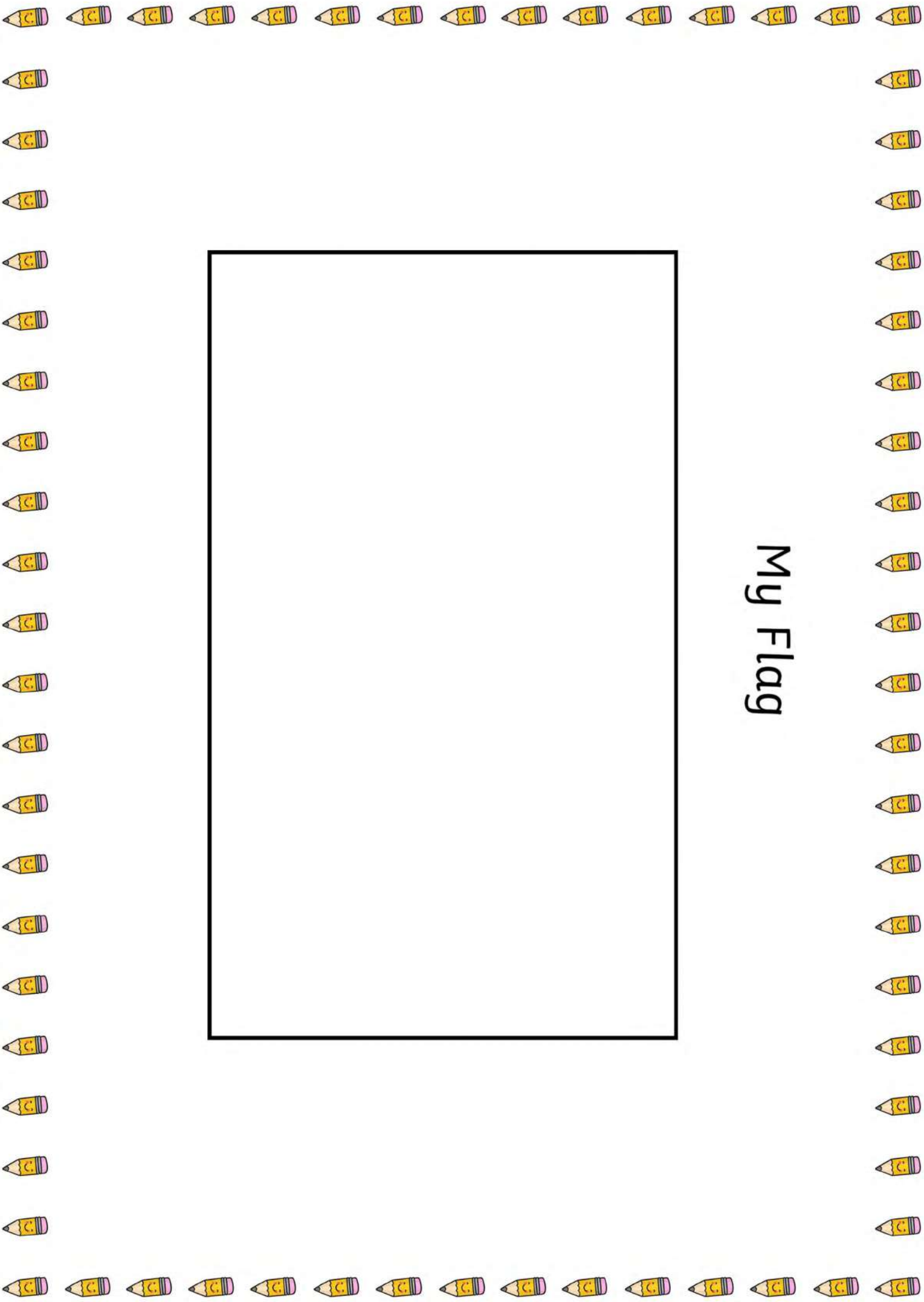
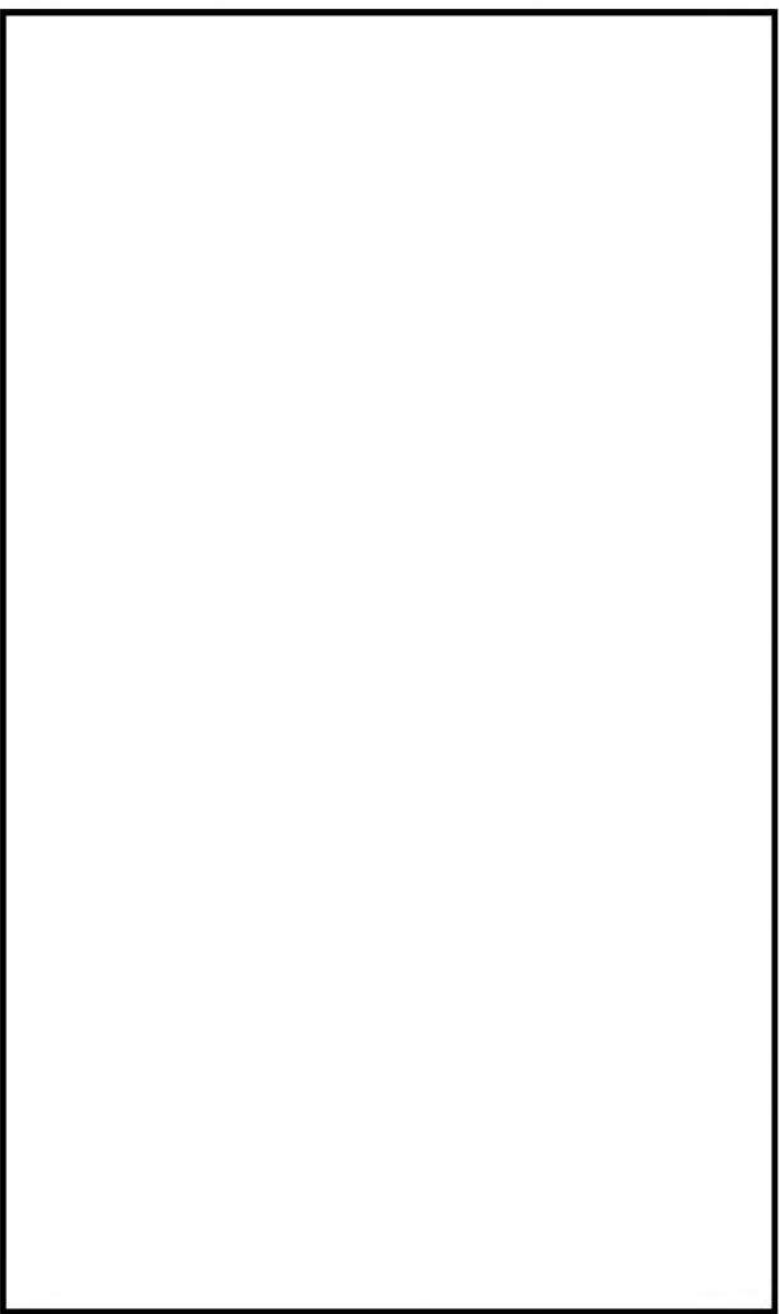
Dear

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Yours sincerely,



# My Flag



1

2

3

4

---

John Riley left his home in Galway Ireland and moved to America because of the great F . He joined the American army but eventually left to help fight for the M army instead. Upon leaving he started his own group of fighters which he called the S P . They created their own flag which was made of G silk.

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The San Patricios fought alongside the Mexicans in many battles including the famous battle of C .

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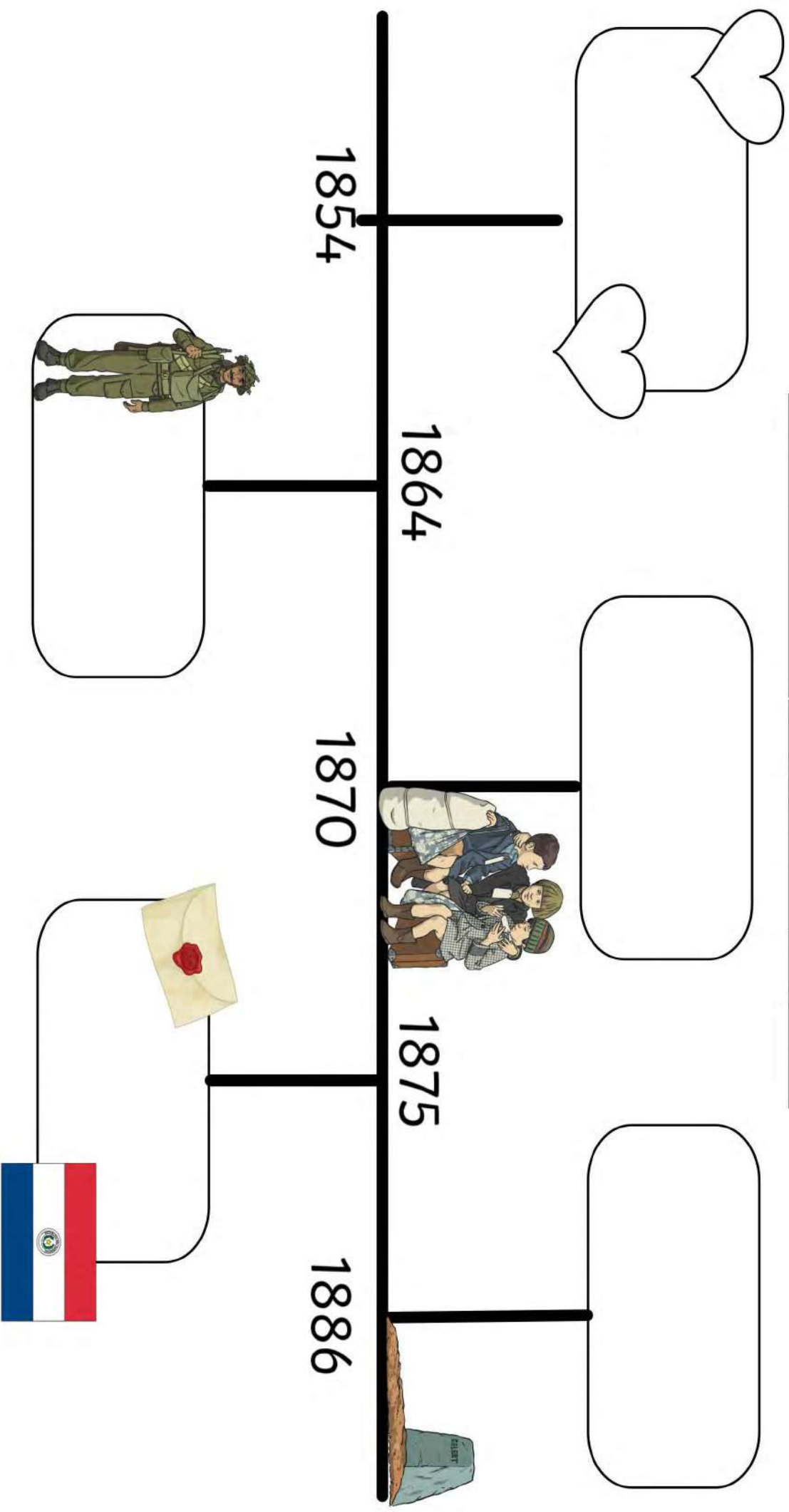
## This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.



# Eliza Lynch's Autobiography



# A Timeline Of Eliza Lynch



# Eliza Lynch Questions

NAME ~ \_\_\_\_\_ DATE ~ \_\_\_\_\_

(Q1) Where was Eliza born?

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(Q2) Why did her family move to France?

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(Q3) She is known as the Queen of what country?

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(Q4) How many Children did she have?

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(Q5) What did she enjoy doing in her spare time?

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---



*with love from Eliza*





# How to write a *Book Blur*

## 1. Set the stage

### 1.1 Introduce Protagonist

- 1.1.1 What is his Role/Job
- 1.1.2 Use adjectives to describe him
- 1.1.3 What makes him interesting

### 1.2 Reveal the setting

### 1.3 Reveal the situation

- 1.3.1 Current situation
- 1.3.2 Dreams and desires

## 1. Introduce the problem

### 2.1 What changed his life

### 2.2 What stands in his way

### 2.3 What is at stake

# Label these events regarding the life of Eliza Lynch in order of occurrence

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( ) She returns to Paris where she meets Francisco Lopez.

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( ) Eliza Lynch moves to Paris with her family.

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---

( ) A horrible war called the triple alliance causes devastation.

---

---

( ) She marries a French Officer, and they move to Albania.

---

---

( ) She lives a happy life in Paraguay with her kids and Lopez.

---

---

( ) She writes and publishes her book *Exposición Y Protesta*.

---

---

( ) She is deported to England with her remaining children.

---

[illegible]

John Devereux

# Hero VS Tyrant

**My Reasons For Each...**

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**My Final Answer...**

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# *John Devereaux the Hero*



# John Devereux the Villain



**Your Address**



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Date**



\_\_\_\_\_

**Name and address  
of company**



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Greeting**



\_\_\_\_\_

**Content**



\_\_\_\_\_

\_\_\_\_\_

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**Sign off**



\_\_\_\_\_

**Signature**



\_\_\_\_\_