

LEARNING ACTIVITIES & SUCCESS CRITERIA

'S urrainn dhomh fiosrachadh fìor a sgrìobhadh mu dheidhinn fir-tàileisg Leòdhais:

- Faigh a-mach mu eachdraidh geama an tàileisg.
- Dèan loidhne-tìm a' sealltainn mar a thàinig tàileasg chun Roinn Eòrpa.
- Rannsaich fir-tàileisg Leòdhais - cia mheud, càite bheil iad, cò ris a tha iad coltach, msaa.
- Thèid a dh'fhaicinn feadhainn aca ann am museum, no coimhead ri mic-samhailtean nam fear-tàileisg.
- Rannsaich dè tha àrc-eòlaichean ag ràdh mu dheidhinn fir-tàileisg Leòdhais.
- Thèid a dh'fhaicinn far an deach na fir-tàileisg a lorg ann an Ùige.
- Leugh an leabhar **'Fìr-Tàileisg Leòdhais'** le Irving Finkel.
- Bheir seachad beachd air an leabhar agus an dòigh a tha e sgrìobhte.
- Dèan bileag fiosrachaidh airson sgoiltean air fir-tàileisg Leòdhais.

Tha mi ag ionnsachadh tàileasg a chluich:

- Ionnsaich mu dheidhinn a' chlàr-tàileisg agus na ceàrnagan dorch agus soilleir.
- Ionnsaich ainmean nam fear-tàileasg – rìgh, bànrìgh, ridire, easbaig, fear-glèidhidh, pàn.
- Ciamar a bhios na fir-tàileisg a' dol air a' chlàr.
- Dè na gluasadan a dh'fhaodas na pàin a dhèanamh.
- Gluais air adhart agus ionnsaich gluasadan nan easbaigean, nam fear-glèidhidh, nan rìdieran, na bànrìgh agus an rìgh.
- Ionnsaich dè tha 'check' agus 'checkmate' a' ciallachadh.
- Cluich tàileasg an aghaidh program chompiutair.
- Cuir air dòigh cluba tàileisg san sgoil.
- Cluich tàileisg gu tric le do charaidean.

QUESTIONS TO CHECK HIGHER ORDER THINKING SKILLS

Carson a tha thu a' smaoinichadh a ghluais an geama seo timcheall an t-saoghal?

Dè smuain a bhuail thu nuair a chunnaic thu fir-tàileisg Leòdhais airson a' chiad uair?

Chan eil fhios aig duine le cinnt carson a bha iad air an tiodhlacadh ann an Ùige. Dè do bheachd-sa?

Sgrìobh Irving Finkel an leabhar aige tro shùilean nam fear-tàileisg. Na dh'obraich seo?

An e deagh gheama a th' ann an tàileasg? Carson?

EXPERIENCES & OUTCOMES

Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace.

TCH 2-03b

I can use primary and secondary sources selectively to research events in the past.

SOC 2-01a

Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.

LIT 2-14a

I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate.

LIT 2-15a

While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals.

HWB 2-23a

My learning in mathematics enables me to: engage with more abstract mathematical concepts and develop important new kinds of thinking.

LINKS/RESOURCES

https://www.chess.com/blog/jim_ostler/history-of-chess12

https://simple.wikipedia.org/wiki/History_of_chess

http://www.britishmuseum.org/about_us/news_and_press/statements/the_lewis_chessmen.aspx

http://www.bbc.co.uk/ahistoryoftheworld/objects/LcdERPxmQ_a2npYs-t0wVka

<http://www.nms.ac.uk/explore/stories/scottish-history-and-archaeology/lewis-chessmen/>

<http://www.chessctr.org/lessons.php>

Fìr-Tàileisg Leòdhais agus na thachair dhaibh, by Irving Finkel, British Museum Press

The Lewis Chessmen and what happened to them, by Irving Finkel, British Museum Press

